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ABSTRACT

This is a curriculum guide to the teaching of English as a Second Language (ESL) in the Detroit, Michigan public schools. Contained in the guide are sections on pronunciation, grammar, handwriting, and the special learning problems of specific language groups. Twelve teaching units that stress skill development in listening, speaking, reading, and writing English are provided. In addition, sample lesson plans and some suggestions for teaching reading are included. (APM)

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GUIDE TO THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN THE BILINGUAL/BICULTURAL EDUCATION PROGRAMS OF THE DETROIT PUBLIC SCHOOLS

1978

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FOREWORD

Although bilingual education has been implemented over the past 150 years on a local basis according to the density of ethnic groups, it was not until 1968 that the National Bilingual Education Act (Title VII) gave impetus to the policies existing in our school system today.

Subsequent actions on the part of the Federal government in May, 1970, and January, 1974, provided funds to linguistic minority school children and required equality of educational benefits and opportunity for these children.

In October, 1974, the Michigan Bilingual Education Act (Public Act 294, 1974) mandated that bilingual instruction programs should be provided for school districts with twenty or more children in a single language category.

In Public Act 294, the definition of bilingual education in Michigan states "Bilingual education means that two languages, English and the home language of the child, are used in teaching, speaking, reading, writing or comprehension. This may include instruction in the history and culture of the country, territory, or geographic area associated with the languages spoken by children of limited English-speaking ability who are enrolled in the program and in the history and culture of the United States."

The Act further states, "Bilingual education in Michigan is a transitional program; i.e. the object of the bilingual approach is to facilitate English language proficiency so that LESA children may keep pace with their English-speaking peers."

The Detroit Public Schools Bilingual/Bicultural Education Program strives to meet the linguistic, cultural, ethno-historical, social, and academic needs of each student in its program. The seven components of bilingual education are interspersed with the student's bilingual and ESL program materials as well as with his entire learning and growing experience in the Detroit Public Schools in order to present a viable multicultural setting. The seven components which make up the concept are as follows:

1. To provide instruction in content areas in the dominant language of the student and within the multicultural context.

2. To provide instruction in English as a Second Language for pupils who speak a language other than English within the multicultural context.

3. To provide instruction in the language of non English-speaking students to English-speaking pupils in order to foster a greater understanding among all students, and to develop a awareness of the cultures represented.

4. To provide instruction in English language development for all students in the school within the multicultural context.

5. To utilize English and/or the home language as media of instruction for all students in math and science within the multicultural context.

6. To provide cultural activities which will lead to a better understanding of all cultural groups. The basic component which serves as the foundation for Bilingual Education is the cultural component. This leads to the fostering of a sense of greater self-esteem and self-concept in all students.

7. To provide informal educational activities. The social interaction of students on the playground, in the dining room, in the hallways, and in the gymnasium and art classrooms will be of benefit for all students if they become aware of it as an inter-and intra-ethnic type of activity.

Using these seven components of bilingual education as a sound framework, the first curriculum guide for teaching English as a Second Language was developed by the Detroit Public Schools and was published in 1975.

With the growth of Bilingual/Bicultural Education, it became necessary to revise the original curriculum guide with three purposes in mind:

1) To focus on students in kindergarten through twelfth grade.

2) To provide additional help for teachers in the areas of course content and planning.

3) To provide sample lesson plans and ideas for ESL and bilingual teaching methods.

In preparing the revised curriculum guide, some essential parts were preserved with slight modifications. These sections include: Pronunciation, a Systems Approach to Grammar, Special Learning Problems, and Handwriting. In addition, ESL units, course content and objectives and sample lesson plans avail the teacher to have greater success in teaching bilingual reading and in offering highly-structured and successful ESL classes.

It is hoped that this guide, completed during the 1978 Summer bilingual workshops and edited in the Fall of 1978, will assist your pursuit as educators to continue to grow in your awareness of Detroit's Multicultural milieu, and that students of all races, cultures, and language backgrounds can share in the vast storehouse of knowledge which is our community.

These guides are designed to be used. We invite you, the teachers, to put them to work in your classrooms. A general evaluation form, reviewing your ESL teaching strategies, has been included on the last page of this guide. Your comments, suggestions, criticisms are vital in tailoring this guide to your needs and the needs of your students.

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Special acknowledgement is extended to the many persons who provided direction, suggestions and inspiration to a much needed project that has resulted in a most resourceful guide and teaching tool for everyone involved in and affected by bilingual-multicultural education programs.

Sincere appreciation is given to the following people for their many hours of dedicated work:

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In addition, the section on course content and objectives was adopted from the ESL--Unit Guide for Students, a publication of the Waukegan, Illinois, Public Schools. The sample lesson plans were prepared by individuals or small groups. In cases where the contributor was known, his/her name is acknowledged on the individual lesson plan.

Introduction

This curriculum guide will assist the teacher in meeting the academic needs of the students as they acquire the English American language and North American culture. The guide has focused attention on areas of difficulty which are predominant among students of limited English-speaking ability.

The section on pronunciation will emphasize the distinct features of the phonology of English, to aid the teachers in presenting the new language to their ESL students.

A "Systems Approach to Grammar" is designed to present the structure of the language, as it may differ drastically from the home language of the child.

"Special Learning Problems" and aspects of handwriting have been pointed out to further the understanding of the teacher in pronunciation, structure, and sentence patterns of other languages.

The section on "Course Content and Objectives" has been included to assist in familiarizing the student with his home, school and community environment.

Finally, some sample lesson plans are offered as a springboard for designing additional classroom activities.

Just as every lesson plan should include evaluation, so does the work of every teacher in its final stages. For this reason, "Suggestions for Teaching Reading" and "Some Priorities for a Good ESL Class" have been included in this guide. It should be emphasized that these evaluative techniques are not to be construed as absolute or all inclusive procedures. The teacher's ultimate evaluation is the degree of knowledge and skills that the students attain.

Since this guide stresses the academic component only, the teacher using this guide is encouraged to consult the cultural component provided for the specific group in his/her classroom.

The Detroit Public Schools has published a series of curriculum guides entitled Multicultural Awareness in the Classroom. This series deals with the culture and heritage of the various ethnic groups on an individual basis. The teacher is to review the guide(s) appropriate for his/her class.

The blend of the two guides, academic and cultural, will provide for the teacher a balanced program for teaching the limited English-speaking child. It is recognized that culture and heritage materials for many of our ethnic groups are in the developmental stage. The teacher is encouraged, nevertheless, to seek out as much information as possible regarding the culture and heritage of the student and to present a program which links these efforts to the cognitive and affective development of the students.

PRONUNCIATION

Production of English sounds is best taught when the teacher is the model to be imitated. Aside from the teacher, there are occasions when a tape recorder may be used to drill specific sounds and letter combinations.

The teacher should attempt to teach students to produce the sounds of English as accurately as possible. It should be understood, however, that older students, whose speech patterns are already developed, may have difficulty in producing those sounds which do not exist in their first language. In this case, the student will likely substitute a sound of his first language for the difficult English sound and will, therefore, speak English with an "accent".

The teacher must be the judge of how much emphasis is placed on each particular sound, according to the ability of the student. Some sounds or consonant combinations may take a longer time to develop than others. Unless the student's pronunciation alters the meaning measurably, the teacher must exercise some patience when "correcting" the student.

Pronunciation deals with the sound system of language or its phonology. This system includes minimal sound units or phonemes which bear meaning. Phonemes are classified broadly into vowels and consonants. They include semi-vowels, diphthongs and consonant clusters. The remaining three phonemes in the English language are described as <u>suprasegmental</u> ("over and above" the basic vowel and consonant sounds). These three phonemes are stress (loudness), pitch (high and low tones) and juncture (rest stops). They provide the intonational contour or the individual melody of each language, the key which unlocks the main door to oral comprehension of the free flow of language. If the tune is played correctly, the listener will understand the musical message.

The area of pronunciation of this guide will include:

... classification and description of vowel and consonant sounds;

... three plates illustrating the Viëtor triangle with its vowel sounds, diphthong sounds and mouth positions;

... fourteen plates of cross sections of the human head illustrating the general speech areas and the points of voiceless/voiced consonants and also five more voiced consonants, twenty-one consonants in all;

... a section on teaching problems.

Speech Mechanism: The speech mechanism is composed of movable and non-movable parts which serve as "speech organs." The movable parts are the lips, tongue, velic, vocal cords, and lower jaw. The non-movable parts are the upper teeth, gum ridge, hard palate, soft palate and nasal cavity. (See Plate 1)

It is the interaction between the movable and non-movable parts of the speech mechanism which produces vowel and consonant sounds. The place where these parts meet to produce a specific sound is known as the point of articulation.

Vowel Sounds: We will be referring to a simplified version of the International Phonetic Alphabet (IPA), because there is a great need to symbolize the many spelling versions for each vowel and consonant sound of the American-English language during the learning and teaching process. Ordinarily one hears that "a,e, i, o, u" and sometimes "y" are the vowels of the American-English language. Actually, these are only the names of certain letters in the alphabet of the American-English language. They represent only partially the vowel sounds, three semi-vowels and four diphthongs. The letters "a, e, i, o, u" also appear as phonetic symbols for the vowel sounds of these letters. Beware of falling into the trap of equating the sounds to the names of the letters in the alphabet. There are five phonetic symbols which represent the letter "a" such as /a/ in "father", /ae/ in "bat", /e/ in "bait", /ə/ in "alone" and /ô/ in "all".

Karl Viëtor of Germany founded the science of phonetics and created the vowel triangle which bears his name. The triangle represents the eleven vowel sounds of the American-English language beginning with /i/ as in "beat" and ending with /ə/ as in "but". (See Plate 2).

Consonant Sounds: The consonant sounds classify themselves into eight voiceless/voiced pairs and five other voiced consonants, all of them made at eight different points of articulation.

Again, the simplified IPA system (International Phonetic Alphabet) serves to symbolize the many spellings of the twenty-one consonant sounds. All of the phonetic symbols resemble the letters of the alphabet except five, which means one can learn sixteen of the consonant symbols through simple transfer.

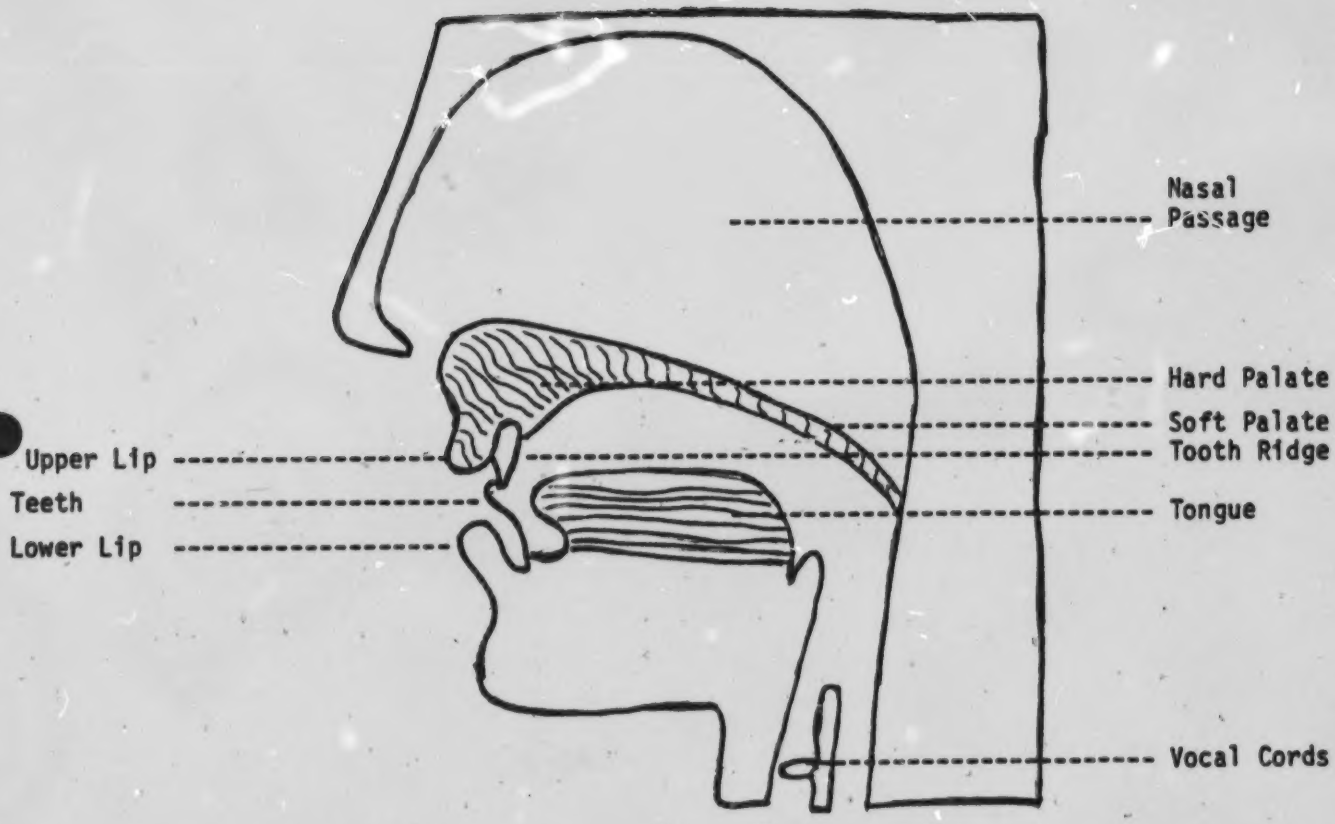
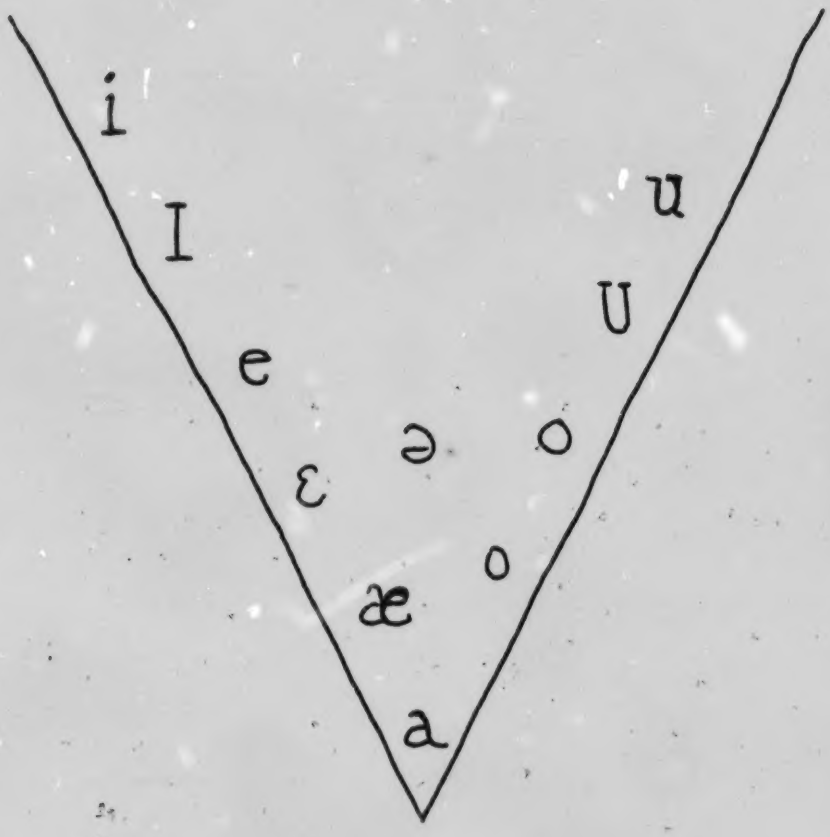

Nasal
Passage
Hard Palate
Soft Palate
Tooth Ridge
Upper Lip
Teeth
Lower Lip
Tongue
Vocal Cords

Plate 1

VIËTOR TRIANGLE



KEY WORDS

Front Vowels		Back Vowels	
/i/	cat	/a/	odd
/I/	it	/O/	all
/e/	ate	/o/	old
/E/	Ed	/U/	oops
/æ/	at	/ə/	ups

Plate 2

15

The new symbols are:

1. /θ/ as in thing
2. /ð/ as in this
3. /ʃ/ as in shun
4. /ʒ/ as in measure
5. /ŋ/ as in sing and think

The letters h, w, y also appear as simi-vowels /h, w, y/. However, the letters c, j, q, x do not appear as phonetic symbols because their sounds are already represented by IPA symbols. For instance:

Letter	Sound	Words	No. of Spellings
1. c	/s/	cell, city	2
2. c	/k/	cat, cot, cut, clean, cream	5
3. j	/d /	judge, ginger	2
4. q (u)	/kw/	queen	1
5. -que	/k/	antique (only final)	1
6. x	/ks/	fix, exercise	1
7. x	/gz/	exact (only medial)	1

Classification of Vowel Sounds: Vowel sounds may be classified in four ways:

... by places in the mouth where the tongue arches — Front, Central, Back

... by the height of the arched tongue and the position of the jaws — High, Mid, Low

... by the degree of tension in the muscle of the tongue and those under the chin — Tense, Lax

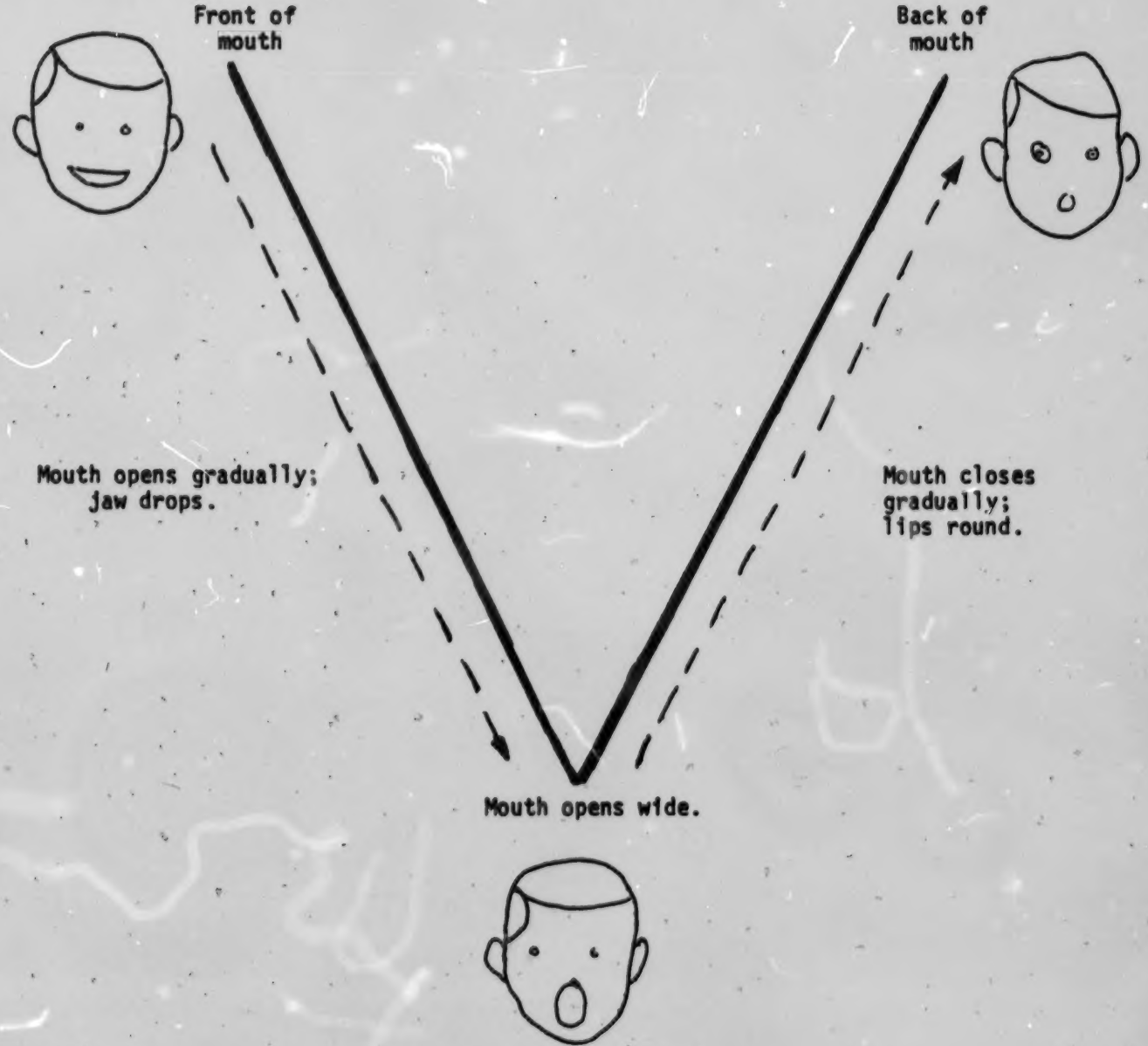
... by the degree of lip rounding — Spread lips, Rounded lips

Description of the Vowel Sounds: The five front vowels are:

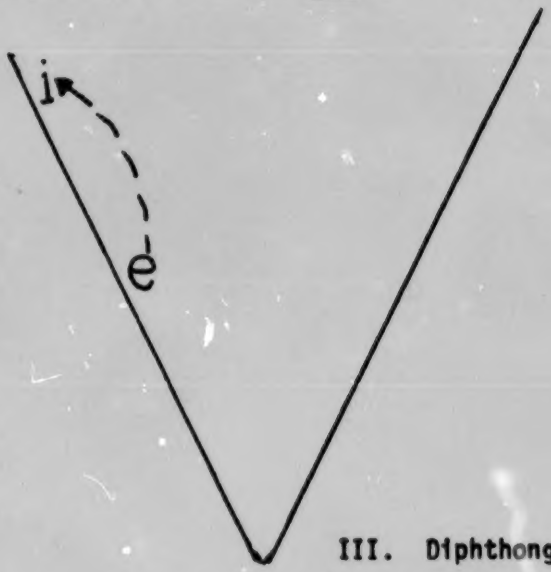
	tongue/jaw	lips	tongue/chin muscles
... /i/ as in "beat"	high	unrounded	tense
... /I/ as in "bit"	high	unrounded	lax
... /e/ as in "bait"	high	unrounded	tense
... /ɛ/ as in "bet"	mid	unrounded	lax
... /æ/ as in "bat"	low	unrounded	lax
The five back vowels are:			
... /a/ as in "lot"	low	unrounded	lax
... /ɔ/ as in "draw"	mid	rounded	lax
... /o/ as in "boat"	mid	rounded	tense
... /ʊ/ as in "book"	high	rounded	lax
... /u/ as in "boot"	high	rounded	tense
The "schwa" vowel is:			
... /ə/ as in "but"	mid	slightly rounded	lax

VOWEL SOUNDS

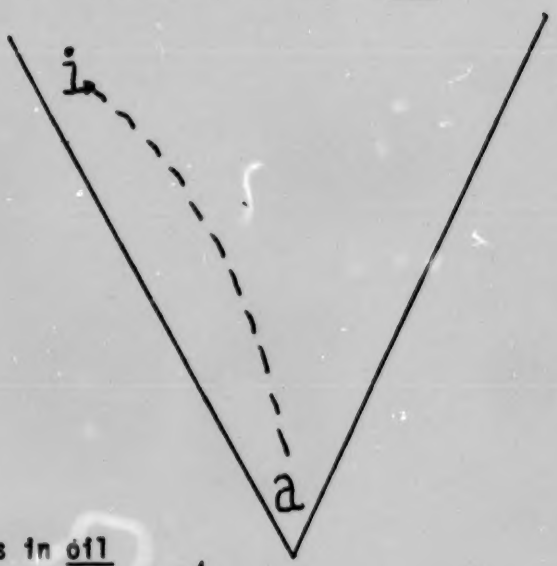
One approach to locating the vowel sound is to represent the mouth with an open triangle:



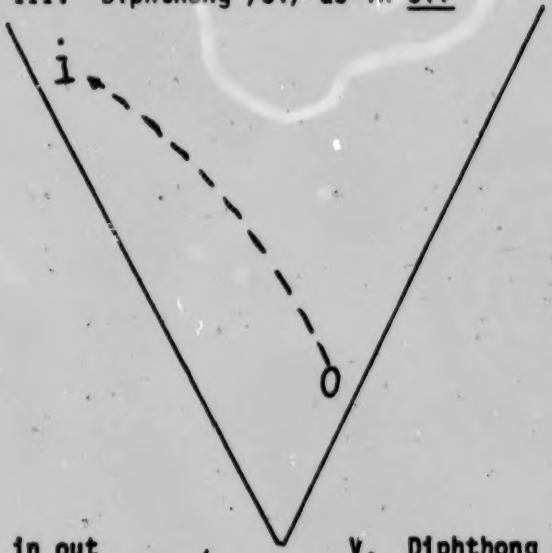
I. Diphthong /ei/ as in <u>ate</u>



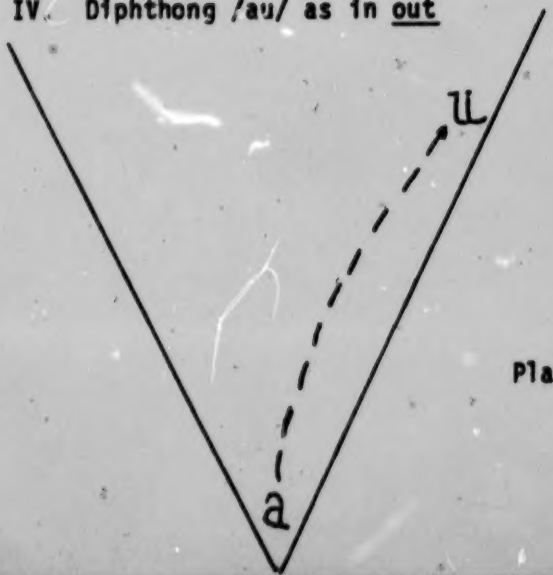
II. Diphthong /ai/ as in <u>ice</u>



III. Diphthong /oi/ as in <u>oil</u>



IV. Diphthong /au/ as in <u>out</u>



V. Diphthong /ou/ as in <u>old</u>

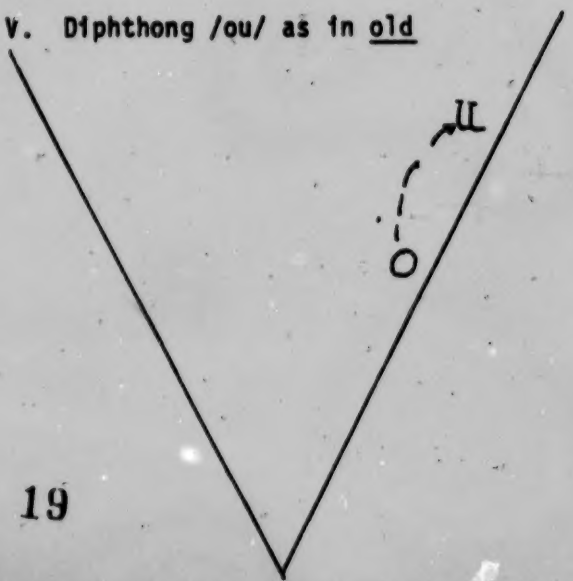


Plate 4

Description of Consonant Sounds:

The following description of the production of sounds is based on Chart A: Eight Pairs of Voiceless/Voiced Consonants:

The FIRST PAIR of voiceless/voiced consonants is /p, b/. These consonant sounds are made with the lips firmly pressed together, compressing the air stream momentarily and then releasing or "exploding" it. They are sometimes technically known as bilabial stops. (See Plate 5)

The position of a consonant sound in a word determines the strength or audibility of that sound. Generally, initial or beginning sounds are strong; medial or middle sounds are less strong; and terminal or final sounds are weak, and in some cases, almost inaudible.

With that in mind, the initial position of the consonant sounds of/p, b/ in the words "Pop" and "Bob" produce a strong sound; the medial position of /p, b/ in the words "poppa" and "bobbin" produce a less strong sound; and, lastly, the final position of /p, b/ in the words "top" and "tab" produces a weak and scarcely audible sound.

The SECOND PAIR of voiceless/voiced consonant sounds is /f, v/. They are made with the upper teeth resting on the lower lip. The air stream is forced around the teeth and lower lip, thus creating friction. These sounds are known as labiodental fricative continuants. The initial position of /f, v/ in the words "file" and "five" produces a strong sound; it is less strong in medial position, as in "loafer" and "vivid"; and it is weak in final position, as in "life" and "wave". (See Plate 6)

The THIRD PAIR of voiceless/voiced consonant sounds is /θ,ð/, spelled th. They are made with the tip of the tongue resting on the edge of the upper and lower teeth. The air stream causes friction because it is forced between the upper and lower teeth and the top of the tongue which is flat and ungrooved. These sounds are known as linguidental fricative continuants. The initial position of /θ,ð/ in the words "thing" and "those" produces a strong sound; it is less strong in medial position, as in "nothing" and "mother"; and it is weak in final position, as in "thirtieth" and "breathe". (See Plate 7)

The FOURTH PAIR of voiceless/voiced consonant sounds is /t,d/. They are made with the tip of the tongue pressed against the upper tooth ridge. The air stream is stopped momentarily and then released or "exploded". Hence, the technical term, "plosive". These sounds are known as lingua-alveolar stops. The initial position of /t,d/ in the words "tot" and "day" produces a strong sound; it is less strong in medial position, as in "retarded" and "ladder"; and it is weak in final position, as in "dot" and "sad". (See Plate 8)

The FIFTH PAIR of voiceless/voiced consonant sounds is /s, z/, often called "sibilants". They are formed with the sides of the tongue against the upper teeth. The air stream is forced between the top of the tongue, the gum ridge, and the edges of the teeth. This creates the hissing sound. The /s, z/ sounds are technically known as lingua-palato alveolar fricative continuants. They are quite audible and strong in all positions: initially in "some" and "zipper", medially in "listen" and "easy", and finally in "this" and "was". (See Plate 9)

The SIXTH PAIR of voiceless/voiced consonant sounds is /ʃ, ʒ/ also often called "sibilants". They are formed with the tip of the tongue just back of the gum ridge. The air stream is forced between the tip of the tongue and the gum ridge and it strikes the edges of the teeth. These consonant sounds are known as lingua-alveolar fricative continuants. The sound of /ʃ/ is rather strong in all three positions as in "shoe","fishing" and "wash". The sound of /ʒ/ only occurs in medial and final positions and is strong in both positions as in "usual" and "prestige". (See Plate 10)

The SEVENTH PAIR of voiceless/voiced consonants is /tʃ, dʒ /. They are produced by a rapid succession of a stop and a continuant in both cases, / t/ and /ʃ/ for /tʃ/ and /d/ and /ʒ/ for /dʒ/. These sounds are knwon as lingua-velar. Both sounds are strong in all three positions; initially in "chair" and "jam", medially in "poacher" and "plunger", and finally in "lurch" and "fudge". (See Plate 11)

The EIGHTH PAIR of voiceless/voiced consonant sounds is /k, g/. These are the "guttural" sounds of the American-English language. They are weak compared to similar sounds in Arabic and Modern Hebrew. They are made by pressing the back of the tongue against the soft palate in the back part of the mouth. This pressure stops the air stream momentarily after which the air is released or exploded. They are known as glottal stops. The /k, g/ sounds are strong in initial position, as in "keep" and "game"; less strong in medial position, as in "poker" and "tiger"; and weak in final position, as in "cake" and "big". (See Plate 12)

The next description of the production of sounds is based on Chart B: Five More Voiced Consonants:

The voiced sound of /m/ is produced at the same place in the mouth as the pair /p, b/. The only difference is that the air stream is released through the nose instead of the mouth. It is known as a bi-labial nasal continuant. In initial position, it produces a strong sound as in "Mom"; in medial position, a less strong sound as in "Mommy"; and in final position, a weak, scarcely audible sound as in "tam".

The voiced sound of /n/ is produced at the same place in the mouth as the pair /t, d/. The only difference is that the air stream is realeased through the nose instead of the mouth. It is known as a lingua-alveolar nasal continuant. In initial position, it is strong as in "nap"; in medial position, it is less strong as in "Wednesday"; and it is weak in final position, as in "pan".

The /l/ sound is also voiced. It shares the same point of articulation as /t, d, n/. It is formed by contact with the end of the tongue and the tooth ridge. The air flows freely around the sides of the tongue instead of being stopped as for /t, d, n/. The latter sounds are "tense" as compared to the "relaxed" nature of /l/. The word "tenderly" contains all four consonant sounds /t, d, n, l/, all of which are made at the same point of articulation. The /l/ is known as a lingua - alveolar lateral continuant. In initial position, it is strong as in "late"; less strong in medial position, as in "yellow" and very weak in an unstressed syllabel in final position, as in "peaceful".

CHART A: Eight Pairs of Voiceless/Voiced Consonants

Point of Articulation	Voiceless/Voiced	Voiceless/Voiced
1. both lips	/p/, /b/*	pop/Bob
2. lower lip-upper teeth	/f/, /v/**	fife/five
3. tongue-teeth	/θ/, /ð/**	breathe
4. tongue-tooth ridge	/t/, /d/*	tot/did
5. tongue-palate	/s/, /z/**	Sis/Buzz
6. tongue blade-palate	/ʃ/, /ʒ/**	shush!/leisure
7. tongue-velum	/tʃ/, /dʒ/	church/, judge
8. glottis	/k/, /g/*	kick/gag

*These are known as stops, because the air is stopped in the sound production process.

**These are known as fricatives, because they cause friction in the sound production process.

CHART B: Five More Voiced Consonants

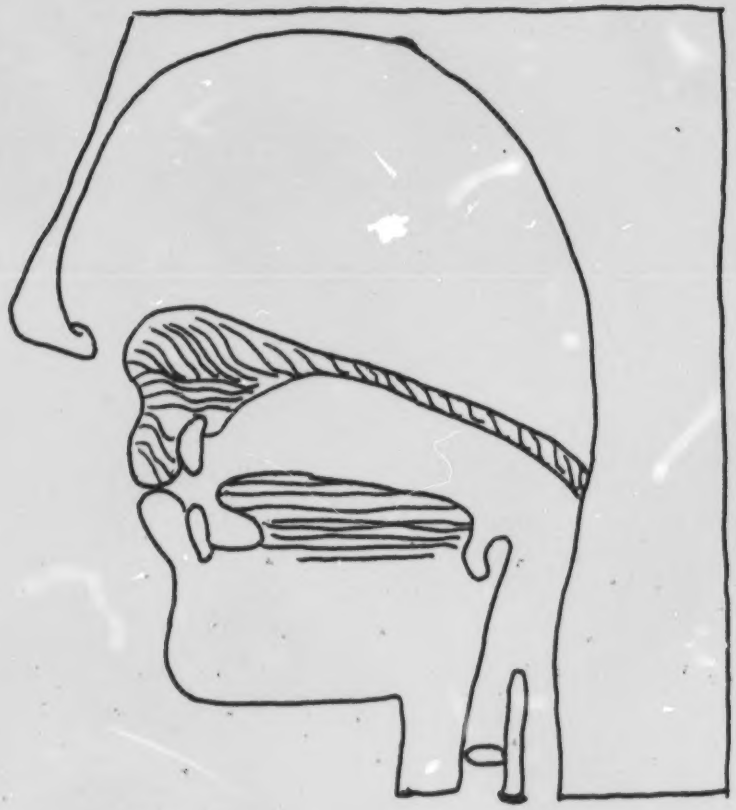
Point of Articulation	Voiced Nasal	lateral	Retroflex
1. both lips	/m/, Mom		
2. tongue-tooth ridge	/n/, none	/l/, lily	
3. glottis	/ŋ/, song		/r/, wrong

Note: 1. /m/ has the same point of articulation as /p/ and /b/.
2. /n/ and /l/ have the same point of articulation as /t/ and /d/.
3. /n/ and /r/ have the same point of articulation as /k/ and /g/.

Two more voiced consonants share the same point of articulation as /k, g/. They are /ŋ/ and /r/. In the case of /ŋ/ the only difference in production from /k, g/ is that the air is released through the nose instead of the mouth and is resonated in the nasal cavity. In the case of /r/, the only difference is that the tip of the tongue is curled up (but not touching the roof of the mouth) and the tongue is pulled back. This curling activity is technically known as retroflexion. The /ŋ/ is known as a glottal nasal continuant and the /r/ as a glottal retroflex continuant.

The sound of /ŋ/ does not occur initially in English. It occurs medially, as in "finger", and in final position, as in "thing" and "think". The sound of /r/ occurs in all the three positions: strong in initial and medial positions, as in "rid" and "arid"; and weak in final position, as in "floor".

CONSONANT SOUNDS: /p/ and /b/



p /p/ Voiceless: Vocal cords do <u>not</u> vibrate.

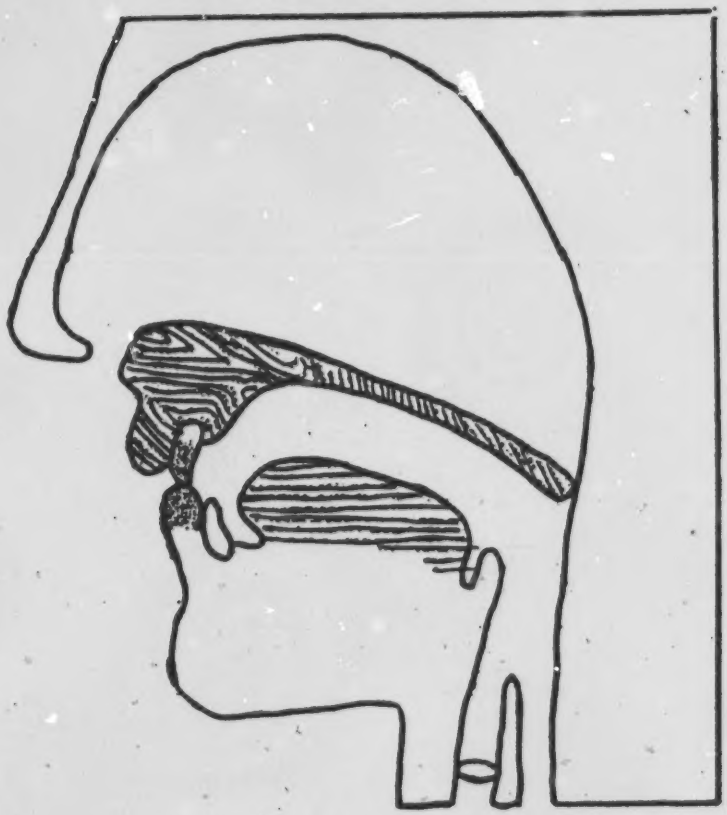
<u>p</u>en, <u>p</u>aper, <u>p</u>op

b /b/ Voiced: Vocal cords vibrate.

<u>b</u>ig, ta<u>b</u>le, <u>B</u>o<u>b</u>

These sounds are made by momentarily stopping the air completely behind <u>closed lips</u> and then releasing it.

CONSONANT SOUNDS: /f/ and /v/



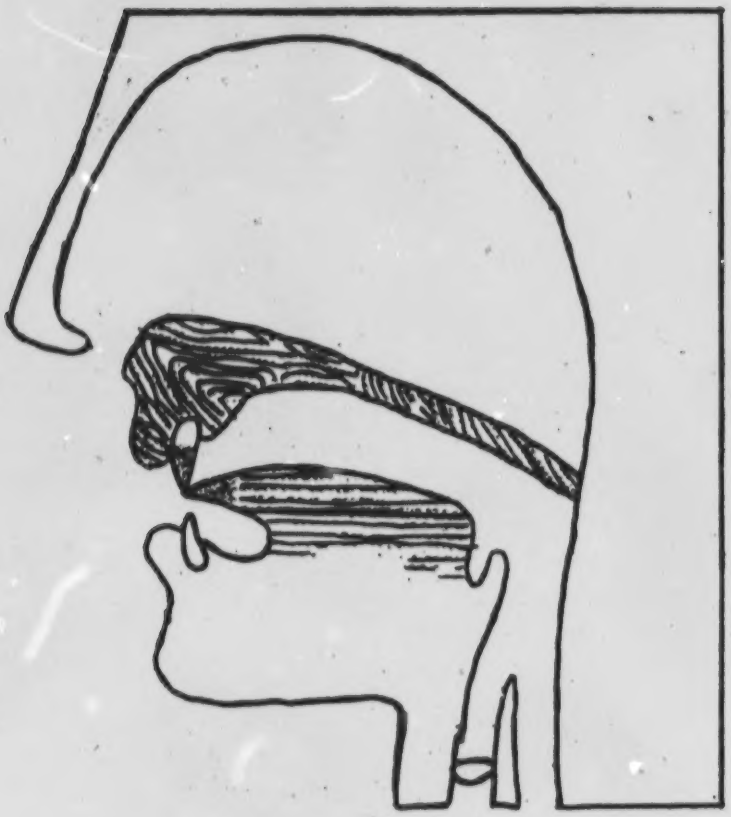
f /f/ Voiceless: Vocal cords do not vibrate.
five, careful, fife

v /v/ Voiced: Vocal cords vibrate.
very, vivid, valve

These sounds are made by forcing air between the upper teeth and the lower lip.

Plate 6

CONSONANT SOUNDS: /θ/ and /ð/



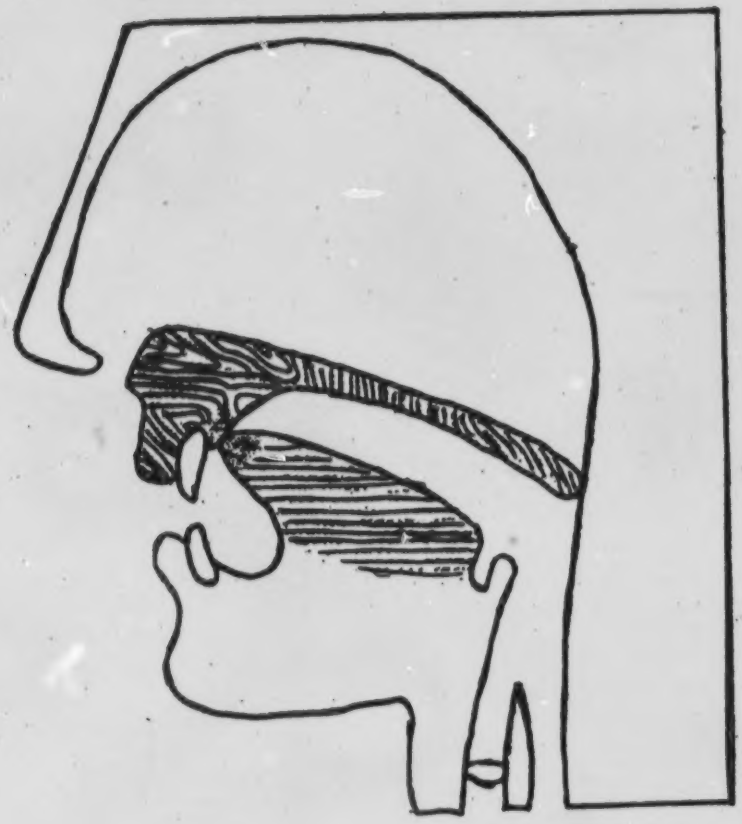
th /θ/ Voiceless: Vocal cords do not vibrate.
thank, nothing, thirteenth

th /ð/ Voiced: Vocal cords vibrate.
these, mother, bathe

These sounds are produced by forcing air between the edge of the upper teeth and the tip of the tongue. The tongue does not need to protude.

Plate 7

CONSONANT SOUNDS: /t/ and /d/



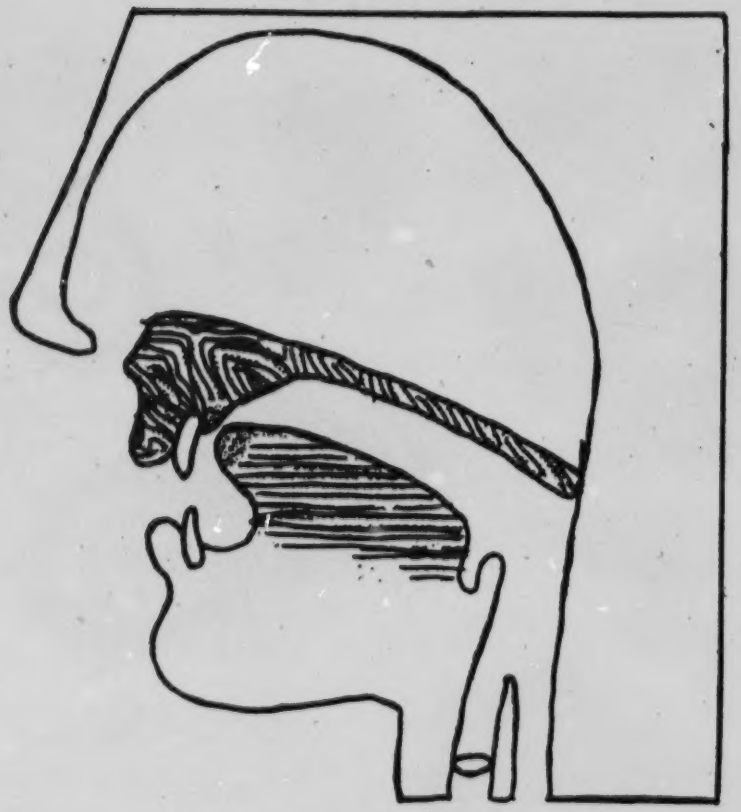
t /t/ Voiceless: Vocal cords to not vibrate.
top, retard, tot

d /d/ Voiced: Vocal cords vibrate.
day, ladder, Dad

These sounds are made by first stopping the air completely. The tongue pressed against the arch of the tooth ridge becomes an effective air seal. The air is then released.

Plate 8

CONSONANT SOUNDS: /s/ and /z/

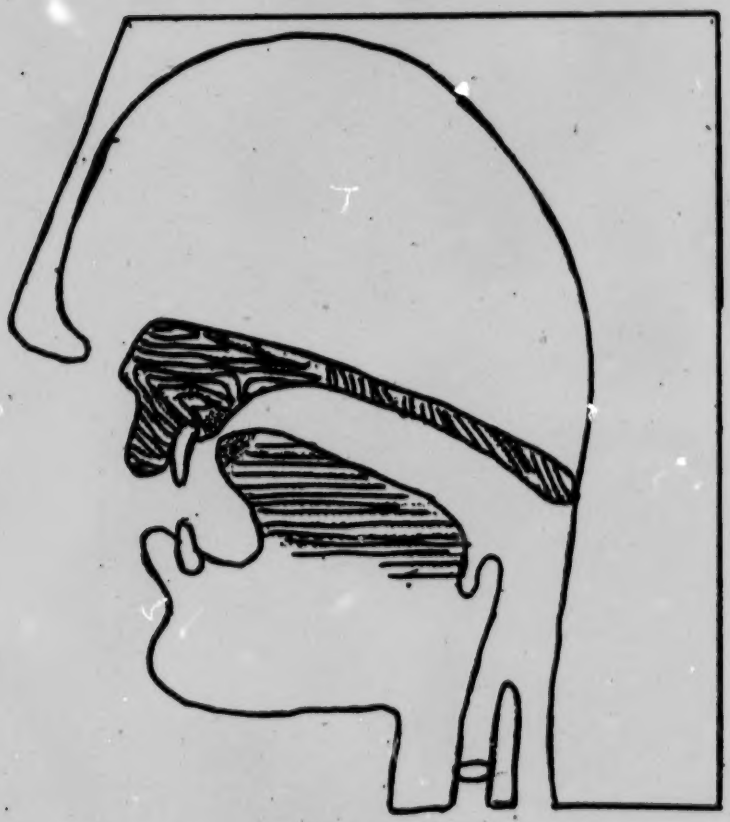


s /s/ Voiceless: Vocal cords do not vibrate.
some, system, Sis

z /z/ Voiced: Vocal cords vibrate.
zipper, easy, zoos

These sounds are produced by forcing air between the tip of the tongue and the tooth ridge.

CONSONANT SOUNDS: /ʃ/ and /ʒ/



sh /ʃ/ Voiceless: Vocal cords do not vibrate.
shoe, fishing, wash

zh /ʒ/ Voiced: Vocal cords vibrate.
measure, vision, beige, rouge, usual

NOTE: This is never a beginning sound.

These sounds are produced by forcing air between a point just behind the tooth ridge and the end of the tongue. The sounds differ from /s/ and /z/ in that the tongue is behind rather than at the tooth ridge, and the end of tongue is grooved rather than flat.

CONSONANT SOUNDS: /tʃ/ and /dʒ/

ch /tʃ/ Voiceless: Vocal cords do <u>not</u> vibrate.
<u>ch</u>air, pic<u>t</u>ure, <u>ch</u>urch

j /dʒ/ Voiced: Vocal cords vibrate.
<u>j</u>ar, g<u>i</u>nger, <u>j</u>udge.

The voiceless sound /tʃ/ is an <u>extremely rapid sequence</u> of first /t/ and then /ʃ/ or t sh. The voiced sound /dʒ/ is a sequence of /d/ and /ʒ/ or <u>d</u> -<u>zh</u>.

Plate 11

CONSONANT SOUNDS: /k/ and /g/

k /k/ Voiceless: Vocal cords do not vibrate.

keep, picture, cake

g /g/ Voiced: Vocal cords vibrate.

go, begin, gag

These sounds are made by pressing the back of the tongue against the soft palate to stop the air flow momentarily. The air is then quickly released.

Plate 12

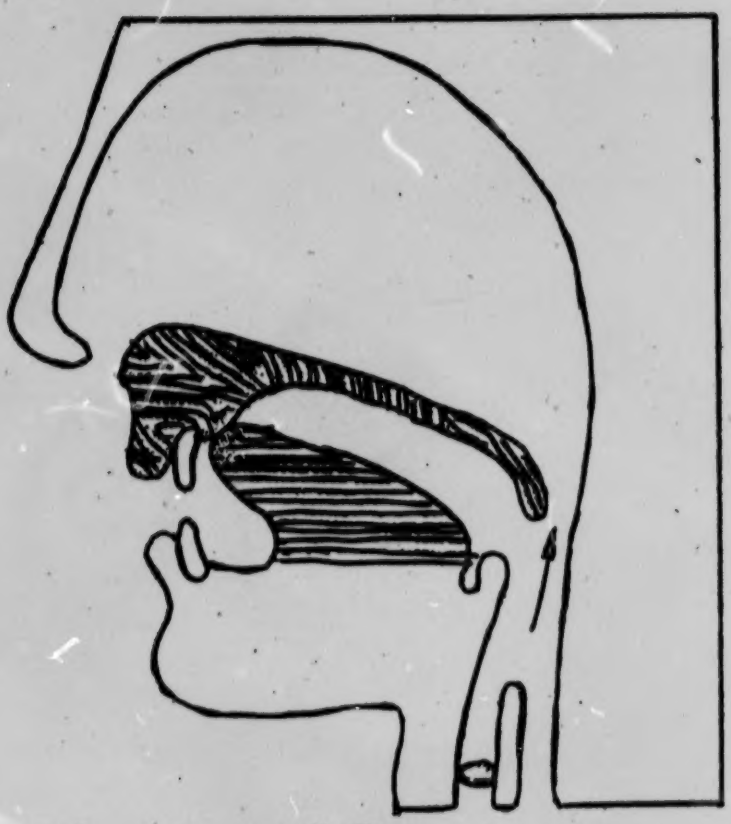
CONSONANT SOUND: /m/

m /m/ Voiced: Vocal cords vibrate.
me, September, Mom

The /m/ sound is made by closing the lips and opening the passage between the mouth and the nasal cavity so that air is released through the nose.

Plate 13

CONSONANT SOUND: /n/

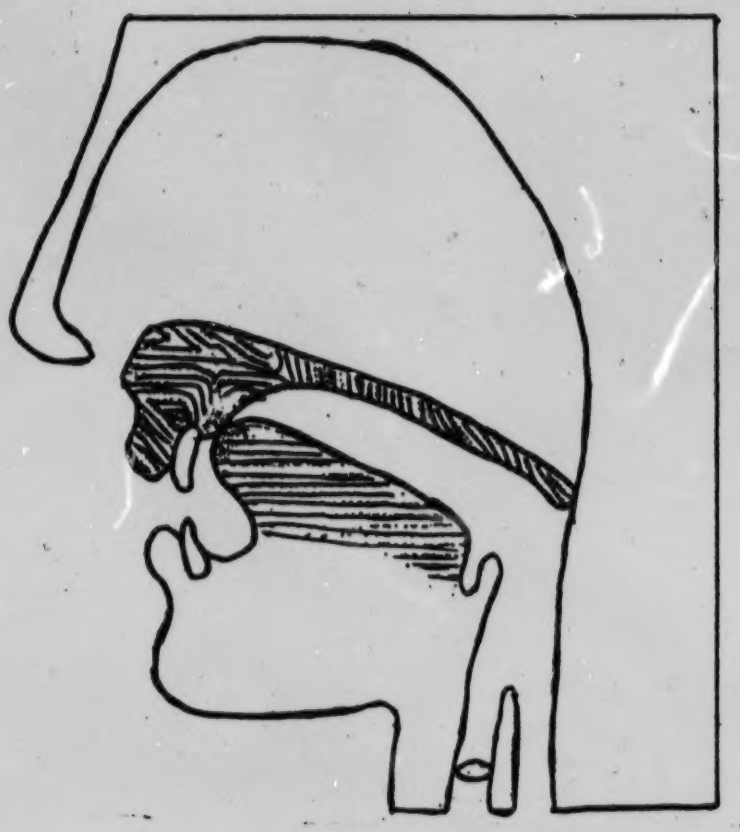


n /n/ Voiced: Vocal cords vibrate.
no, Wednesday, none

The /n/ sound is made by pressing the tongue against the tooth ridge, just as for /t/ and /d/. At the same time, the passage between the mouth and the nasal cavity is opened so that air is released through the nose.

Plate 14

CONSONANT SOUND: /l/



l /l/ Voiced: Vocal cords vibrate.
like, yellow, lull

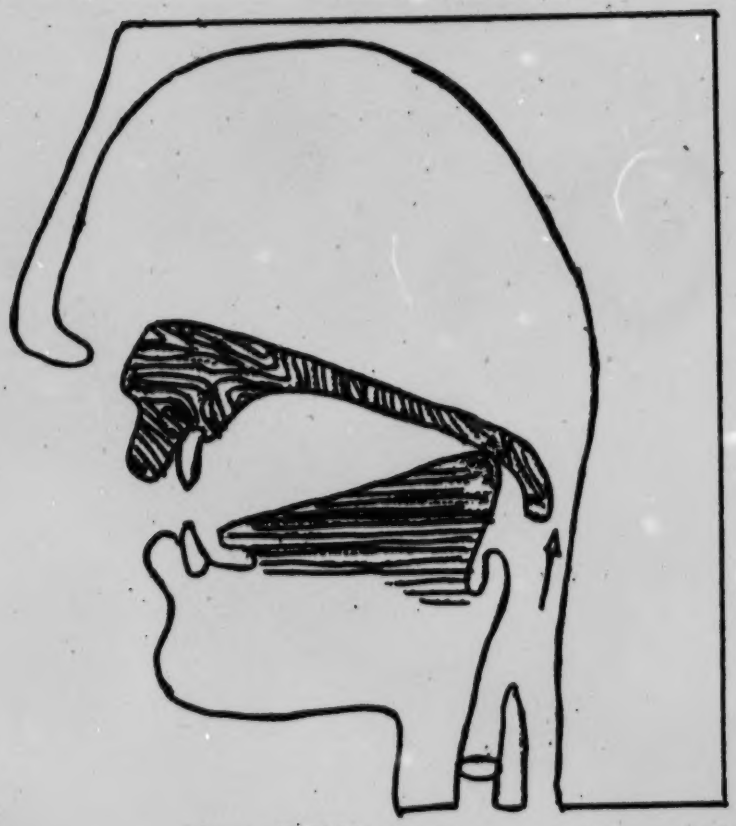
This sound is formed by contact between the end of the tongue and the tooth ridge, quite similiar to /t/, /d/, and /n/. Air, rather than being stopped, however, streams freely around the sides of the tongue for /l/. The area of contact for /t/, /d/, and /n/, therefore, is much greater than for /l/.

Contact Area for /t/, /d/, /n/

Area for /l/

Plate 15

CONSONANT SOUND: /ŋ/



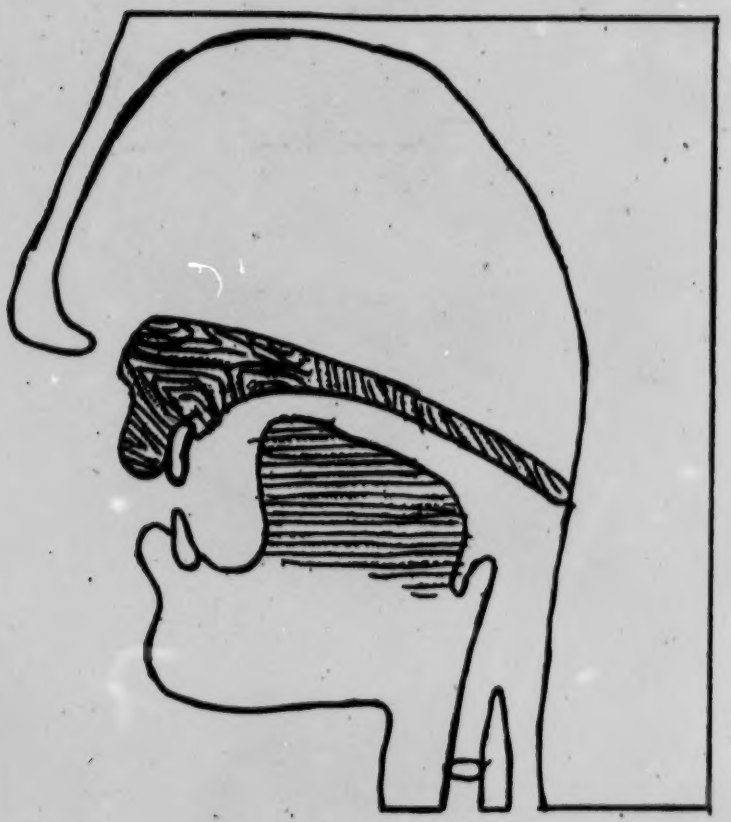
ng /ŋ/ Voiced: Vocal cords vibrate.
thing, drink, finger, singing

This sound is never used to begin words. It is made by pressing the back of the tongue against the soft palate just as for /k/ and /g/. With /ŋ/, however, air is released through the nose.

NOTE: The n in drink is actually /ŋ/. The word thus ends in a sequence of /ŋ/ -+- /k/. The n of finger is also /ŋ/, /ŋ/, so that the word has /ŋ/ followed by /g/.

Plate 16

CONSONANT SOUND: /r/



r /r/ Voiced: Vocal cords vibrate.
red, around, roar

The tongue position for /r/ contrasts markedly with that for /l/. For /l/, the tongue is extended, and the end actually makes contact with the tooth ridge. For /r/, the tongue is withdrawn well to the rear of the tooth ridge, and it is thickened and compacted as a result. The end is turned up slightly.

Plate 17

PRONUNCIATION TEACHING PROBLEMS

The ESL Teacher: Let us start with what the ESL Teacher should know about his own language, and his students and their language. Should he speak other languages? How many? or should he be an "English major?" The answer to these questions is: "Not necessarily, but it helps." If you have studied another language seriously, you will understand the difficulties of your students better. If you have been an English teacher, you will be constantly surprised to discover peculiarities of your own language that you have never thought about, because you didn't have to teach them to your American students. If you have studied linguistics, you have an over-all general knowledge of many languages that ought to help. If you have taught the deaf, that will help because you have probably studied phonetics. If you have been a grade school teacher, that will help considerably because you are used to teaching the relationship of sound to spelling. None of this training is absolutely essential, because you can learn with your students the hard way. It will be good discipline, and discipline is good for the soul, isn't it? You can read, you can study, you can experiment. This is what the scholars mean by the discipline.

But if you have had courses in linguistics and/or phonetics, remember this: you cannot teach all those impressive scientific principles to your students. You cannot even use much of the erudite vocabulary of these disciplines. In this guide, we are going to concentrate on what you can and should teach; in short, how to apply linguistic principles to classroom teaching.

Listening: Learning a new language starts with listening. Listening is more than hearing; it involves stimulus/response, mental activity, effort to distinguish sound patterns, to hear subtle intonations that cue emotional understanding, even when intellectual understanding is limited. The new student from the other side of the world may not understand the words of his new teacher when he first enters his ESL class, but he should know by her voice print that he is welcome, that she will be patient, that he is among friends. She speaks slowly and distinctly at first. She asks his name and other necessary information, and listens very carefully when he tries to answer. She tries very hard to pronounce his name as he does, showing him that he is an important person. If the class is already organized, she introduces him as a welcome addition. You see, teaching a new language also starts with listening.

The basic technique of teaching pronounciation is always "Listen and repeat," over and over again. But notice that both teacher and student must listen and repeat. The experienced teacher knows that there is a built-in limit to how much repetition can be heard. You know from experience that a sound you hear constantly fades out of your perception. You forget the city traffic until you hear the quiet of the wilderness. So drill reaches a point-of-no-return very quickly, unless new words and sentences are introduced. The trick is to repeat with variety the moment you hear a fade-out of the class drill response. Listen hard, or you'll get bored with the drill too, and not hear your students' mistakes. Your students will supply plenty of variety if you let them talk. They learn new words from many sources outside of class. Perhaps they learn more from the neighbors, the supermarket, the television, their classmates in school than from their teachers. We should encourage them to share their knowledge with the class. If a student interrupts our lesson plan to ask a question about personal concern, let's listen and try to answer. That's conversation, which should be a part of every lesson.

"Eye-Minded" ESL Students: You must have noticed how hard it is to remember strange foreign-sounding names. Do you sometimes think you didn't hear the name? You probably did, but you didn't "get it" because the sounds were strange to you. So it was like hearing nonsense syllables- "Alice in Wonderland" talk. Remember this line? "Twas brillig and the slithy tove did gyre and gimble in the wabe." That's how we often sound to our students. Our job, you might say, is to teach them to make sense out of what sounds like nonsense to them. We say "Listen and repeat" so often, ignoring the fact that few of us can hear an absolutely strange sound (phoneme) the first time and repeat it correctly. That's why our older students want us to write new words on the chalkboard. They have studied with their eyes for many years and need to relate the sound to the visual symbols (graphemes), especially if they have studied English in their own countries.

Notice that no matter how you try to write "visible dialect," as one teacher calls it, it's only a poor approximation of the actual sound. That is why many language teachers believe that beginning classes should be taught only by the audio-oral technique of "Listen and repeat". This may be possible with children who aren't yet ready to read and write, but it is very difficult to persuade older students to learn in this way. After all, they have been learning with their eyes for many years, and they want to learn how to read and write and spell, not only to speak, well.

When we have older students who have not learned to read and write, you might assume that they would gladly learn by the oral methods. But no! Reading and writing are status symbols to them, and they want to keep up with their peers in the American schools. Therefore we teach them to read, write, listen and speak, all at once.

And there we are, teaching several things at once again in spite of the experts. But aren't we really teaching the same thing in several ways, using four senses? Students learn to see, say, hear and feel the sounds at once with eyes, tongue, lips, throat, and hands. If we could find some way to use the sense of smell, our students would have one more useful way to catalogue these strange sounds in their memory banks.

Learning New Phonemes: We neglect the kinesthetic memory values in teaching language. We assume that repeating a sound, word, or sentence over and over will fix it in the student's memory. Unfortunately, he is usually thinking of the meaning, or the spelling, or both, and he is not aware of how he sounds. He cannot hear the strange sounds accurately, and therefore, he cannot hear his own mistakes. Often, he is substituting a sound in his own language that is similiar to ours because it sounds the same to him or is spelled the same. We need to teach the physiological techniques of the production of the individual phonemes of our language. A phoneme is a sound that makes a difference in the meaning of words. For instance, we know the difference between a "fife" and "five" when we hear it, but there would be no difference to a German, because he never ends a word with a voiced consonant. That's why he "lifs - on Voodvard - avenue," or "wass goink to moff." Also notice that w signals the sounds of v to German, Polish, and Hungarian. These may sound like easy things to teach, but it is not easy for an adult to learn a new sound by ear, or to change his speech response to the signal of a letter symbol. If we can teach him the exact physiological production of the sound so that he becomes conscious of the feel of the sound in his entire vocal mechanism, and if we can make him self-conscious about the difficult sounds, then he will feel and hear them inside of his own head and welcome the reinforcement as he hears our accurate pronunciation.

Oral Comprehension: There is an even more difficult problem in hearing a new language. Any phoneme may "sound different" in a word according to its position in the word, or according to the position of the word in a sentence. A word in running conversation often sounds different from the word learned in a classroom by itself. That's why we should seldom teach just one word at a time. As the sound of a vowel is of no use without a consonsnt or two to make a word, a word is of no use without a sentence. Of course, there's the exception of the verb used as an imperative - "Stop!" "Listen!" We should let our students hear words in sentences, at least in phrases.

Variations in Pronunciations: Most of us have been talking since we were about two years old, and we think we know how to speak English. But it's surprising how many people, even teachers, don't know how they actually produce sounds, how they sound to others, or even how they pronounce many common words. Ask some friends how they pronounce o-n. Some Americans say "on" - /an/; some say "awn" /ɔn/. Try saying "Put on your rain coat," quite fast. Now say, "Better put your raincoat on." Did you hear the two different sounds of on? These variations of sound confuse our students.

Such variations in sound are not phonemic, as far as the meaning of the individual word is concerned. But the pitch of your voice, and the intonation pattern of the sentence may convey a very different meaning indeed. Try saying "Put on your raincoat," so that it means "And I don't want any argument about it." Now say "Better put your raincoat on." so that it implies "The weatherman predicted heavy showers this afternoon." This sort of thing can be fun in class. Do you go uptown or downtown? And do you take off your coat when you take off in a plane, or a boat, or a race? The point is that the inflections that indicate emotional attitudes don't need much teaching (i.e., anger, amazement, warning, joy). These can be conveyed by tone in any language since emotions are usually accompanied by facial expressions, but the intonational contours related to syntax, grammar, and idioms must be taught. The music of any language is acquired slowly, and may depend as much on a student's "ear for music" as on the teacher's. When a student imitates his teacher's tone and inflections as well as his pronunciation, one can assume that the student may have had some musical training. And musicians are a joy to work with in ESL classes!

A Systems Approach to Grammar

One of the stumbling blocks in the learning process which involves the grammar of a language is WORDS. Words get in the way of understanding the way a grammatical system of a language operates. To overcome this particular stumbling block, Mrs. Valerie Komives and Dr. Donald J. Lloyd conceived a useful tool for the teaching of English structure, VISUAL GRAMMAR, which is a system of syntactic symbols. Dr. Lloyd wrote in his book American English in its Cultural Setting that "We must shake the structures free from any particular words, so that we can see the kinds of words that work in them."

VISUAL GRAMMAR supplies the student of English with a non-verbal concept of the basic patterns of the language. The syntactic symbols of VISUAL GRAMMAR help the student generate grammatical sentences. These symbols free the structures from lexical meaning and show only the grammatical relationship and the structural meaning of the pattern.

VISUAL GRAMMAR is a multi-sensory technique that uses color, shape and labels to distinguish its syntactic symbols. The symbols unclutter the mind since it grasps for comprehension of the grammatical system of the English language. The ear hears the system, the eye sees the system, the speech organs produce the system, and the hand and arm muscles move the system around on the felt board, pocket chart or magnetic board.

VISUAL GRAMMAR provides the student with countless opportunities to manipulate the symbols as he learns to convert affirmative statements to negative ones, to formulate questions requiring yes or no responses, and to generate questions which use the information question words such as where, what, why, etc.- the so-called "WH" words).

VISUAL GRAMMAR consists of four basic shapes and four principal colors. The four basic shapes are a rectangle, square, circle, and a half circle. One composite shape is made up of a rectangle and a half circle. This shape is referred to as an "elongated half circle". The four principal colors are blue, red, yellow and green. The two additional colors are orange and brown.

RECTANGLES:

There are four rectangles of different colors which are the symbols representing the "bricks" of the English language: NOUN, VERB, ADJECTIVES, ADVERB. These are known as word classes, content words or function words. The colors assigned to these "bricks" are blue for NOUN, red for VERB, yellow for ADJECTIVE and green for ADVERB. These blue, red, yellow and green rectangles can be labeled N, V, A, Av or numbered 1, 2, 3, 4 or even left unmarked.

These "bricks" of the English language symbolize hundreds of thousands of words that comprise the lexicon or the total word count in the English language. These countless words are the labels that speakers of English have attached to their tangible and abstract world. This rapidly-changing world demands that new words be added to the "bricks" (the four word-classes) of the English language while some of the "established" words become "drop-outs". The English language has this vital ability to change words, to borrow words from other languages, and to lend its word-treasure to other languages.

SQUARES:

There are two squares of different colors which are the symbols that represent PRONOUN, the verb BE and the LINKING verb. These are considered as sub-classes. The colors assigned to these words are related to those of the rectangles: blue for PRONOUN, red for verb BE and also red for the LINKING verb. These blue and red squares can be labeled N for pronoun (functioning as a noun), B for the verb BE, and Lv for the LINKING verb.

The verb BE and PRONOUNS are considered "closed" sets, meaning that no new words will be added to these sets as the English language changes it lexicon by adding, borrowing, or dropping words. There may be possible additions to the linking verb [illegible]. PRONOUNS, the verb BE, and the linking verbs are part of the system[illegible] English and are known as STRUCTURE WORDS.

CIRCLES:

There are five circles in different colors which are the symbols for word-group MARKERS: blue for NOUN marker, red for VERB marker, green and yellow for ADJECTIVE/ADVERB marker, orange for PREPOSITION or phrase marker, and brown for CLAUSE marker.

The word-group markers are also known as STRUCTURE words and function as the "mortar" which holds together the "bricks" of the English language (noun, verb, adjective, adverb). These words are few in number compared to the hundreds of thousands of words which appear among the "bricks". There are probably 300 words in all.

The STRUCTURE words or MARKERS introduce word groups, phrases, clauses and questions.

The NOUN MARKER signals the coming of a NOUN which follows it. It may be an article (a, an); a determiner (the, one, this, that); a possessive adjective (my, his, our), or it may be any word followed by a NOUN as the head-word group it is marking.

The VERB MARKER is a helping verb (is, are, has, have) or a modal (do, does, can, may). The verb marker signals the coming of the main verb as the head-word of the verb group.

The ADJECTIVE/ADVERB MARKER is also known as an INTENSIFIER. It affects the qualities of adjectives and adverbs (very good, quite fast).

The PREPOSITION or PHRASE MARKER (in, of, at) introduces phrases into the basic patterns of the English language.

The CLAUSE MARKER (that, which, whose) introduces clauses into the basic sentence patterns.

The syntactic symbols for the structure words or MARKERS can be labeled N for noun marker, V for verb marker, A/Av for intensifier, P for preposition or phrase marker, and C for clause marker.

HALF-CIRCLES:

There are five half-circles in different colors which are the symbols used to indicate the few inflectional changes left in the English language.

The PLURAL of nouns (table, tables) is represented by a blue half-circle labeled with an "s".

The POSSESSIVE adjectives (boy's, boys') are represented by a yellow half-circle labeled either 's or s'.

The THIRD PERSON SINGULAR, PRESENT TENSE of a verb (he stops) is represented by a red half-circle and labeled "S".

The PAST TENSE of a verb (walked)is represented by a red half-circle and labeled "ED".

ELONGATED HALF-CIRCLE:

There are seven elongated half-circles in different colors which are symbols used to indicate additional inflectional changes.

The PAST PARTICIPLE of verbs (has walked, have driven) is represented by a red elongated half-circle and is labeled "ED/EN".

The PRESENT PARTICIPLE of verbs (are walking) is represented by a red elongated half-circle and is labeled "ING".

The PRESENT PARTICIPLE used as an adjective (an exciting story) is represented by a yellow elongated half-circle and is labeled "ING".

The PRESENT PARTICIPLE used as a noun (Walking is healthy.) is represented by a blue elongated half-circle and is labeled "ING".

The PAST PARTICIPLE used as an adjective (the broken cup) is represented by a yellow elongated half-circle and is labeled "ED/EN".

The COMPARATIVE form of an ADJECTIVE and an ADVERB (longer, faster) is represented by a yellow and green elongated half-circle and is labeled "ER".

The SUPERLATIVE form of an ADJECTIVE and an ADVERB (longest, fastest) is represented by a yellow and green elongated half-circle and is labeled "EST".

WHITE SYMBOLS:

PUNCTUATION MARKS may be represented by white rectangles, squares or circles, and appropriately labeled with the marks for comma, period, question mark, etc.

In addition to punctuation marks, the white square may be labeled with:

1. Question words (where, when, who, why, etc.).
2. Conjunctions (and, but, etc.).
3. Negative words (not, n't).
4. The "to" of infinitive verb forms.
5. The words "please", "yes", "no".

Visual Grammar Color Plates

The color charts which follow illustrate the various classifications of words and their related syntactic symbols as described earlier in the section entitled: "A Systems Approach to Grammar". Each classification, in turn, is abbreviated by a letter, excepting a few cases where two letters are used.

Examples are given for all classifications, either individually or by employing complete sentences.

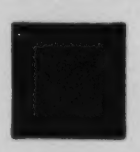
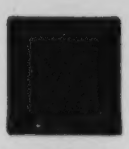
As a prerequisite for using these charts, the teacher is expected to provide the students with definitions of each classification (noun, verb, adverb, participle, etc.). After the students have gained sufficient knowledge of the charts, additional exercises should be offered using different sentences.

While keeping grade level in mind, lessons in grammar should begin with the simplest cases, then gradually build up to the more complex.

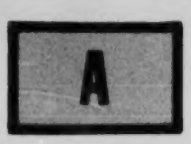
NOUN AND ITS RELATED SYNTACTIC SYMBOLS

WORD CLASS	Noun	Jane
WORD SUB-CLASS	Pronoun	She
MARKERS	Articles, Possessive and Demonstrative Adjectives, Etc.	The girl... Our girl... This girl...
INFLECTIONS	Plural	Girls...
	Verbal Noun	Swimming is fun.

VERB AND ITS RELATED SYNTACTIC SYMBOLS

WORD CLASS	Verb	John works.
WORD SUB-CLASS	Verb "Be"	 John is thrifty.
	Linking Verb	 John seems happy.
MARKERS	Auxiliary "Be"	John is working.
	Auxiliary Verb	John can work.
INFLECTIONS	3rd Person Singular	John works.
	Progressive Tense	John is working.
	Past Tense	John worked.
	Past Participle	John has worked. John has given it up.

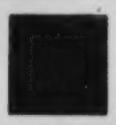
ADJECTIVE AND ITS RELATED SYNTACTIC SYMBOLS

WORD CLASS	Adjective	 pretty
MARKER	Intensifier	very pretty
INFLECTIONS	Possessive Adjective Singular	boy's hat
	Possessive Adjective Plural	boys' shoes
	Present Participle Adjective	stunning girl
	Past Participle Adjective	painted house forgotten man
	Comparative	prettier
	Superlative	prettiest

ADVERB AND ITS RELATED SYNTACTIC SYMBOLS

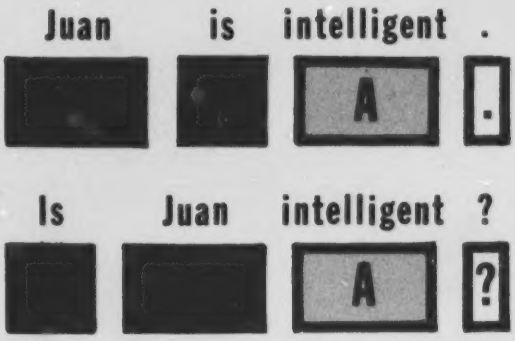
WORD CLASS	Adverb	fast
MARKER	Intensifier	quite fast
INFLECTIONS	Comparative	faster
	Superlative	fastest

KEY TO SYNTACTIC SYMBOLS OF VISUAL GRAMMAR

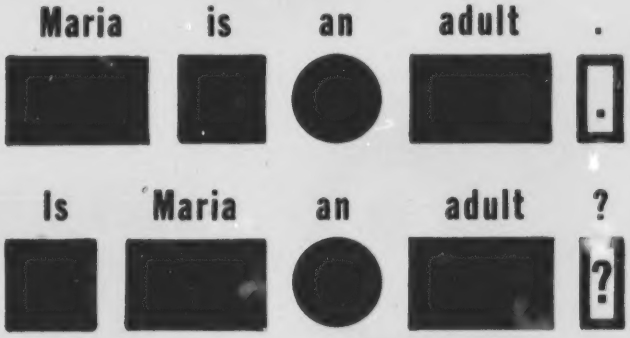
	Word Classes	Word Sub-Classes	Markers	Inflections
NOUN	noun	 pronoun	noun	plural verbal noun
VERB	verb	"be" linking verb	auxiliary verbs	third person singular progressive tense past tense past participle
ADJECTIVE	adjective			possessive adjective singular possessive adjective plural participle adjective past participle
ADVERB	adverb			
			intensifier	comparative superlative
			preposition	
			clause	
			question words	

THE BASIC PATTERNS IN ENGLISH AND THEIR SYNTACTIC SYMBOLS

A-1



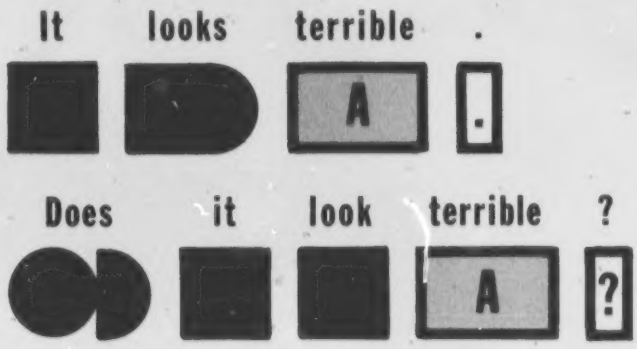
A-2



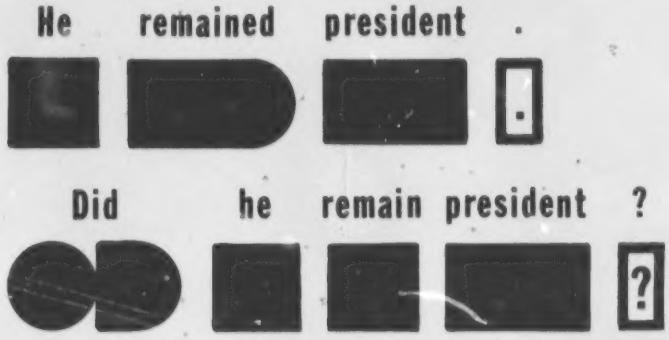
A-3

BASIC PATTERNS (continued)

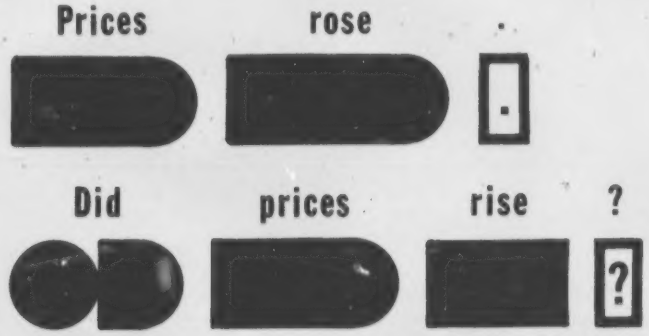
B-1



B-2



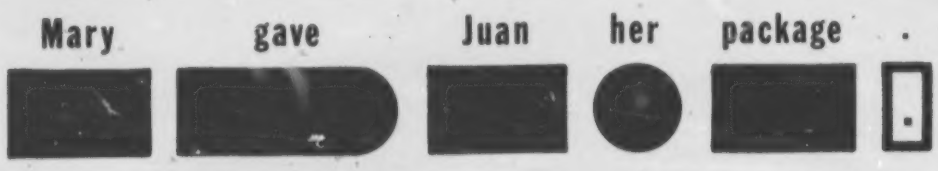
C

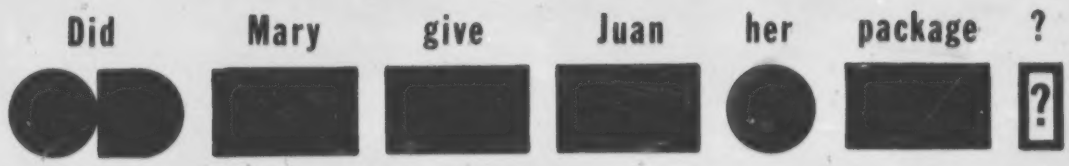


D

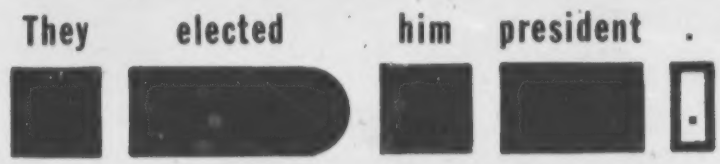
BASIC PATTERNS (continued)

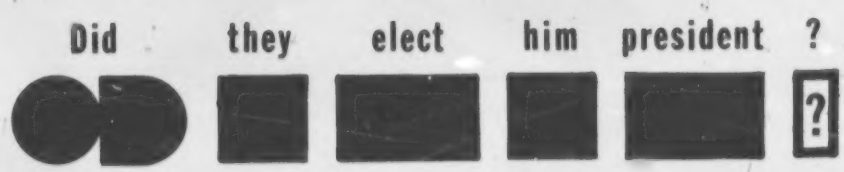
E-1



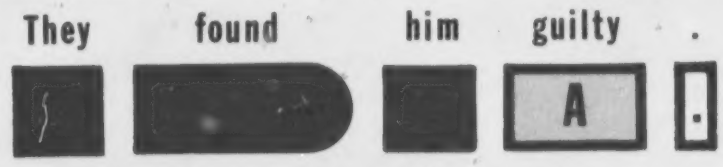


E-2

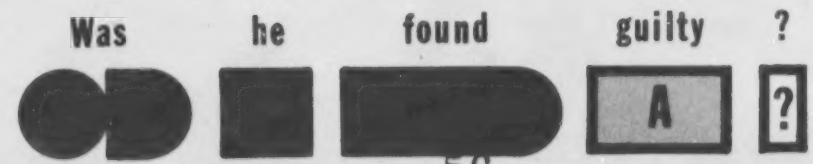




E-3
active voice



E-4
passive voice



SPECIAL LEARNING PROBLEMS

Comparisons of various characteristics of the English language and other languages will enable the teacher to appreciate some of the problems likely to be encountered by students who are learning English as a Second Language. The areas of comparison for this section will include: pronunciation, structure, vocabulary, and writing.

While only a few of the languages spoken by students in the Detroit Public Schools are included here, these comparisons will illustrate the types of problems which may arise. Teachers of students with other language backgrounds are encountered to seek out similiar data for those languages, especially if the students seem to be having difficulties learning English.

ARABIC

The Semitic-Arabic alphabet is used for the Arabic language. It is totally different from the set of printed and written symbols of the Indo-European Latin alphabet characteristic of the English language.

A. PRONUNCIATION

Speakers of Arabic as a native language have relatively few difficulties pronouncing English correctly. Difficulties may occur in the following:

1. The simple vowel sound i as in lip. (Difficulties in hearing the i, ea contrast as in lip, leap.)
2. The complex vowel sound oi as in boy.
3. The consonant g as in gun. (Arabic uses only the voiceless consonant of the pair /k/, /g/.)
4. The consonant r as in rest.
5. The consonant sound of the letters ir as in girl.

B. Structure

1. Verbs

Arabic students find English grammar simple compared to the highly complex, although logical and systematic, character of their grammatical structure. Difficulties with English verbs center around the verb "to be", especially the use of this verb as a helping (auxiliary) verb as well as a linking verb.

Use of do-does, etc., in negative and question form, is a major difficulty.

2. Nouns

Arabic has no neuter gender, only masculine and feminine genders. The use of the pronoun "it" will need explanation and drill.

3. Articles

Students may have trouble with the indefinite article, "a", "an." This is inflected in Arabic and added to the noun as a suffix. The definite article is a separate word and does not present a problem.

4. Sentence Patterns

The basic sentence pattern in Arabic is V N (Verb + Noun) in contrast to English N V (Noun + Verb).

Questions are structured by introducing the sentence with a question word. No further change in the syntax of the sentence is made and therefore, this area needs special attention.

5. Writing

Arabic is written from right to left. This presents a serious problem both in writing and reading. Students need much help in retraining eye and hand muscles in order to read and write in a new direction--from left to right. They also have to learn a brand-new printed and cursive alphabet entirely different from the one of their native language.

II. CHINESE

A. Pronunciation

Chinese lacks many sounds occuring in English. Words generally end in vowel sounds, in n or ng. It is also a tonal language, using four intensities of tone to convey different meanings of the same sounds.

There is no equivalent for the following sounds in Chinese:

1. The simple vowel sound a as in hat.
2. The complex vowel sound oi as in boy.
3. The voiced and voiceless th as in this and thin.
4. The voiced fricative v as in very.
5. The consonants p, t, k, ch, are pronounced with a strong puff of breath.
6. Voiced b, d, g, are pronounced as their voiceless pairs p, t, k, if preceded by s.
7. The tip of the tongue is curled upward by Chinese in pronouncing r, ch, and sh.
8. Intonation and stress need extensive drill.

B. Structure

The Chinese language does not subdivide words into parts of speech. As in English, word order is for the most part fixed and the place of the word in the sentence determines the function of the word. (Water the plants. Plants need water.) Modifiers generally precede the word they modify. Chinese uses classifying words to clarify meanings. (A box of matches, a cake of soap, etc.) Teachers can expect students to have difficulties in the following:

1. Verbs

a. Conjugation and tenses of English verbs will be especially difficult as the Chinese "verb" (any word used in a verb function) does not change with person, number or tense except by the addition words.

b. Transformation of sentences into questions using the auxiliary verb do-does, etc. (Chinese just adds the word ma to a sentence to transform it into a question.)

c. Expressing the negative with an auxiliary and the word not, are equally difficult for Chinese speakpers.

2. Nouns

a. Forming plurals. (Chinese seldom indicates the plural except in pronouns.)

b. The same personal pronoun form is used as subject, object, or possessive so the use of these forms (I, me, my) is a problem for Chinese students.

c. No gender in personal pronouns.

d. Conjunctions and the equivalents of yes and no are not found in Chinese.

3. Vocabulary

The Chinese form descriptive compounds of two or more one-syllable words: milk-skin (cream); city-inside (downtown); etc.

4. Writing

In written Chinese, each character stands for one syllable. These characters are written in vertical columns from right to left. The Oriental-pictograph alphabet is totally different from the Indo-European Latin alphabet which Chinese students must learn "from scratch" in their ESL classes.

III. FRENCH

A. Pronunciation

1. The contrast between i as in lip and ea as in leap is not a phonemic one in French. It is, therefore, a problem both in comprehension and in production. The ESL student of French origin must learn i, as in lip, as a brand-new sound to be added to his language sound system.

2. a as in hat is frequently mispronounced.

3. h is silent in French and must be considered a difficulty.

4. th, either voiced or voiceless, does not occur in French and is usually pronounced z.

5. r as in rest does not occur in French. (Parisian r is uvular; Southern French r is trilled.)

6. t, d, n, l: In French, the tip of the tongue strikes the back of the teeth, whereas in English, the tongue touches the gum ridge of the upper teeth.

7. As a general rule, the tongue is curled downward in French, upward in speaking English.

8. Stress: French words of two or more syllables are stressed on the last syllable. Intonation and stress contrast sharply with English.

B. Structure

1. Verbs

Because the final consonant is usually silent in French, pronouncing the terminal s in third person singular present tense needs special attention as in gets.

All verbs form the interrogative by reversing word order; contrasting with English, where only be and have can be used this way. The auxiliary do-does will need emphasis.

2. Nouns

French nouns are masculine or feminine (no neuter). This presents a problem only in the use of the pronoun it.

3. Articles

Articles are used with abstract nouns and names of countries. (Life is beautiful. / La vie est belle. France is beautiful. / La France est belle.)

4. Vocabulary

Many Latin words have come to English through French. The English pronunciation of these cognates poses problems.

5. Writing

Capitalization: days of the week, months, and the pronoun I are not capitalized in French.

The Indo-European Latin alphabet is used in the French language and poses no problem for the ESL student of French origin.

IV. GERMAN

A. Pronunciation

1. There is no a as in hat in German.

2. The i/ea contrast as in lip/leap is non-phonemic in German. The ESL student must add the sound of the letters ea to his phonological system.

3. The same difficulty occurs with the voiced, voiceless pairs, /d/, /t/; /b/, /p/; /g/, /k/; which require much drilling.

4. Voiced or voiceless th non-existent in German.

5. r as in rest. German r is either uvular or trilled.

6. ch as in church has no equivalent in German.

7. w is pronounced v.

B. Structure

1. Verbs

a. Use of the present perfect tense. In German, this tense is used to describe past actions which would be expressed by regular past tense in English.

b. When helping verbs are used in German, the main verb is placed at the end of the sentence.
English: I will see him tommorow after class.
German: I will him tomorrow after class see.

c. Forming interrogative sentences with do-does. German verb shifts to beginning of sentence. (Example: Came he yesterday? instead of Did he come yesterday?)

d. Forming negatives with do not, does not, etc. German does not employ an auxiliary to change the sentence into a negative statement or question.

2. Vocabulary

The great similarity between English and German also has pitfalls that must be recognized. Some words that look familiar may be strangers indeed. Gift which is certainly a pleasant thing to get in English turns out to be poison in German!

Another problem is the different pronunciation of the same word. Mein Name ist Robert. (name has two syllables in German, "nahmeh" as compared to the English monosyllable name.)

3. Writing

Capitalization: Germans capitalize all nouns, proper and common. Also "you" and "your", but not "I".

Numerals 1 and 7 must be taught since they differ from German.

Periods are used in German instead of commas to separate figures as in 1.500.000 (1,500,000).

The Indo-European Latin alphabet is used in the German language, and therefore presents no problem for the ESL student.

V. GREEK

A. Pronunciation

Greek is a phonetic language; there are no "silent" letters. Difficulties for Greek students learning English will be found chiefly in the following sounds:

1. a as in hat.
2. u as in cut.
3. au as in audacious.
4. sh as in shirt and in precious.
5. ch as in church.
6. tch as in watch.
7. r as in rest.
8. er as in her.
9. There is no h in the Greek alphabet. However, there is a special mark used for "smooth" or "rough" breathing which approximates the semivowel sound of h in English as in house.

B. Structure

1. Verbs
   Use of helping verbs to express negatives or questions.

   Conditionals could, should, have no equivalent in Greek and are expressed by the addition of words showing obligation, possibility, etc.

2. Articles

The definite article is used before proper nouns in Greek. (This includes names of cities and countries as well as people.) Some cities are feminine, others masculine or neuter, and must be given the corresponding article. (Detroit is neuter, Washington feminine, Canada masculine.) Students must be taught to omit the article in English except in the case of compound names as "the United States."

3. Sentence Patterns

The basic pattern in Greek is N V (Noun + Verb), as in English. However, the object precedes the predicate and the pattern contrasts with the English:

English (NVN): The boy throws the ball.

Greek (NNV): The boy the ball throws.

Questions are formed by using rising intonation. Fixed word-order in English determines meaning; many inflectional forms and expressiveness of conjugations in Greek determine meaning.

4. Vocabulary

Marvelous facility for word-formation has resulted in many Greek words being adopted into and becoming part of modern languages.

5. Writing

The Indo-European Latin alphabet presents no problem as it does in Arabic and Oriental languages. However, the ESl student of Greek origin does have to learn a new set of letter symbols in order to read and write the English language.

VI. ITALIAN

A. Pronunciation

In general, speakers of American English have facial and tongue muscles relaxed, whereas their throat muscles are constricted. Speakers of standard Italian normally hold their tongue and face muscles tense, with throat muscles relaxed.

1. The i as in lip and the ea as in leap are non-phonemic contrasts in Italian and therefore, are problems in comprehension and production. The ESL student of Italian origin must add a brand-new sound, i of lip, to his phonological system.

2. The a sound in hat is non-existent in Italian.

3. There is no th (voiced or voiceless) in the Italian sound system.

4. The r sound is trilled in Italian.

5. Italian words end in vowels. Italians, therefore, have difficulty ending words with consonant sounds. They insert vowels to conform with their speech patterns as: He's a big "ah" boy.

6. The vowel sound before a double consonant is stressed in English. It is not stressed in Italian and the double consonant is pronounced.

7. The h as in horse is non-existent in Italian.

B. Structure

1. Sentence Patterns

a. Word order firmly fixed in English is freer in Italian, where placement of the subject varies according to emphasis. In general, the end of the sentence is the strongest and most emphatic position in Italian.

b. In Italian, the predicate is the essential part of the sentence and contains the indication of the person and number of the actor. Many Italian sentences have no separate subject.

2. Verbs

a. The past perfect tense is used more frequently in Italian and corresponds with the regular past in English. "I have lived in Rome for three years" would mean you are not living there now. The English meaning of that sentence would be expressed "I live in Rome since three years" by an Italian.

b. The use of do-does for question and negative form is a difficulty.

3. Vocabulary

As in Spanish, Italian has many words that derive from Latin--probably as high as 80%. Many of these have come into English through French. Care must be exercised that the cultural context in which these words are used is understood. Idiomatic expressions need special attention. (Call me up, get it done, etc.)

4. Writing

The Italian alphabet does not include k, y, w. The k sound is written ch in Italian; the c is "hard", as in English, when followed by a, o, u, as in cat, cot, cut.

VII. SERBO-CROATIAN

A. Pronunciation

1. The simple vowel sounds a as in hat, e as in head, i as in lip, u as in cut, and o as in omit, are only approximated in the sounds of Serbo-Croatian.

2. The h as in horse is more strongly aspirated than in English.

3. r is always trilled and is considered a vowel when it occurs between two consonants.

4. There is no th sound in Serbo- Croatian.

5. ch occurs as two sounds, ch and tch.

6. ng is pronounced as two consonants with hard g sound. (No nasal.)

B. Structure

1. Verbs

a. The use of auxiliaries in forming questions and negative sentences is a difficulty. (do-does)

b. The use of present perfect tense indicates a completed action in the past.

c. Regular present tense is used when English employs present progressive.

2. Nouns

The possessive adjective in Serbo-Croatian must agree with the word it modifies, as it does in French and Spanish.

3. Prepositions

Prepositions are never used at the end of a sentence, "About what are you talking?"; never "What are you talking about?" This causes problems with two-part verbs also.

4. Vocabulary

Prefixes, but no suffixes, are used to change meanings in Serbo-Croatian.

5. Writing

Capitalization of days of the week, months, and "I" need attention.

The Indo-European Cyrillic alphabet is used for the Serbian language as it is for the Russian; the Indo-European Latin alphabet is used for the Croatian language. The ESL student of Serbian origin must learn a new set of symbols when he learns to read and write the English language. The student of Croatian origin does not have this problem.

VIII. SPANISH

A. Pronunciation

1. The simple vowel sound a, as in hat, is very difficult for Spanish-speaking students. This sound does not occur in Spanish.

2. Because each vowel sound is pronounced in Spanish, the unaccented vowel sound in many English words is a problem; for example, the schwa sound in the phrase, a lemon.

3. Spanish does not use double consonants on the end of words. Example; rt, rd, as in cart, card. The Spanish drop the final consonant and say car for cart and card.

4. The initial consonant clusters sp, st, sc, sm, sn, sw, and sl belong to one syllable in English. It is difficult for the native Spanish-speaking person to pronounce these as one syllable because they do not syllabify that way in their native tongue. Hence, they add an initial sound of "short" "e" to a word like "speak" = "espeak."

5. The sounds of d and th voiceless are two phonemes in English, but only one phoneme in Spanish when the th is produced between vowels before r as in lather. The Spanish speaker will say ladder.

6. Rising inflection for questions is consistently used in Spanish and may present a comprehension problem when falling intonation is used in English.

B. Structure

1. Verbs

a. The use of auxiliary verbs (do-does) to form interrogative and negative sentences.

b. Use of s in third person present tense.

c. The Spanish use of subjunctive after verbs, "I want that you do it." instead of "I want you to do it."

d. Reflexive words. Verb actions as combing, washing falling asleep, rising, are preceded by reflexive pronouns and never left out in Spanish.

2. Noun Adjuncts

Most noun adjuncts follow the noun in Spanish. From the Spanish point of reference, a milk bottle is not a bottle, it is milk.

3. Adverbs

a. Many short adverbs precede the verb in Spanish.

b. Long adverbs formed by adding "mente" follow the verb in Spanish.

4. Articles

An article added to an adjective tranforms it into a noun: Spanish, el azul; English, the blue one.

5. Vocabulary

Spanish and English have many words derived from Latin. While this may seem to make learning the second language easier, many words have acquired different meanings in the two cultures and may cause problems.

6. Writing

a. Capitalization: Months and days of the week are not capitalized.

b. Punctuation: Students of Spanish origin have no difficulty eliminating the upside-down question mark and exclamation mark characteristically in front of Spanish sentences when they write English ones.

c. Numerals: The Spanish numeral 1 resembles the English numeral 7.

The Spanish numeral 7 is written with a line drawn through it, 7̶, resembling a partial capital F in cursive writing.

Handwriting

Handwriting lessons in ESL classes serve a dual purpose. There are those ESL students whose native language does not use the English writing system with its Roman alphabet. The Greek, Cyrillic, Arabic, Hebrew and Oriental writing systems differ radically from each other and from that of the English language. Hence, these ESL students must learn a totally new set of printed and written symbols in order to learn to read and write in English. In some cases, they even have to learn a new "eye" direction.

English: left to right (on the page)

Arabic: right to left

Hebrew: right to left

Oriental: top to bottom (ideograph)

These students need plenty of class time to learn the new system of writing and to practice reading and writing words, phrases and sentences that they have learned to produce orally.

Other students need practice in handwriting to achieve legibility and to reinforce the new language they are learning.

COURSE CONTENT AND OBJECTIVES

This curriculum is meant as a guide to organize thematic knowledge areas for the teaching of English as a Second Language. It can be supplemented with other material coverage depending upon the nature of the class to be taught.

All twelve units presented can be used with different levels of language proficiency and may be supplemented with more advanced materials for the upper secondary level.

All units presented include skill development in the following areas and will be divided as follows:

A. Listening/Speaking

B. Reading/Writing

It should be noted that in beginning English classes, reading and writing are quite limited but not ignored. They should be used in direct relationship to the student's use and understanding of the spoken word in the class. At best, a student can only be expected to read and write material which he has already mastered orally.

Depending upon the student's needs and abilities, a unit might require from one to two weeks to complete.

Following is a list of the units:

Unit I - Introducation to English
II - Survival Information Relating to Community Environment
III - Family and Self-- General Statistical Information
IV - Colors and Shapes
V - Numbers, Time and Sequence
VI - Weather
VII - Parts of the Body
VIII - Food and Utensils
IX - Clothing
X - Outdoor Environment
XI - Money
XII - Health

Unit I. Introduction to English

A. Listening/Speaking

The student will be able to: employ the basic sounds of the English language through imitation and drill practices. Home basic survival information should be taught to the student during the early stages such as name, address, telephone number, name of school attended, teacher's name, and classroom number.

B. Reading/Writing

The student will be able to: recognize and write the letters of the English alphabet. The student will first use manuscript and progress into cursive writing. Emphasis will be placed on dictation employing the various phonetic elements mentioned in this guide.

C. Structural Patterns

The student will be able to;

1. recognize and use the present tense of the verbs "to be" and "to go". Word order, relating not only to sentence structure, but also to conversational patterns will be taught. The articles (a, an, the) will be taught as a systematic introduction to sentence structure using statements, imperatives, and questions, as well as conversational patterns.
2. imitate and initiate correct affirmative negative statements using the verbs "to be" and "to go".
3. formulate basic contractions in conversational and written patterns.
4. use the demonstrative forms: this, that, these, and those.

Unit II. Survival Information Relating to Community Environment

A. Internal Environment of School

The student will be able to:

1. recognize the hierarchy of the school staff (principal, assistant principal, teachers, counselors, paraprofessionals, secretaries, custodians) and their delegated responsibilities to the student in becoming an active participant in his educational environment.
2. understand the organization of his particular school setting, including the time schedule and the significance of mainstreaming.
3. locate the various facilities within the school: office, library, lunchroom, lavatory, playground, gym, teachers workroom, and resource centers.

Unit II. Survival Information Relating to Community Environment (Cont'd)

4. recognize and name the objects in the classroom: pen, paper, pencils, notebooks, books, dictionaries and other available resources.

B. External Environment Related to the School and Community

The student will be able to identify public servants and their related activities in the community. Such activities may include police protection, fire department, hospitals, public libraries and social agencies. (Note: It may be beneficial to have lists of these agencies with addresses and telephone numbers for each student. Those lists can be made both in English and the child's home language.)

Unit III. Family and Self --- General Statistical Information

A. Listening/Speaking

The student will be able to:

1. state the names of family members.
2. name family members, employers, occupation, and general information relating to his home environment (i.e. address, telephone number, etc.).

B. Reading/Writing

The student will be able to:

1. write all information related to the above.
2. fill out all school forms related to himself and his family (i.e., class schedules, library slips, etc.).

Unit IV. Colors and Shapes

A. Listening/Speaking

The student will be able to:

1. recognize and name the various geometric shapes such as: circle, triangle, rectangle, square, etc.
2. recognize and name the basic colors such as: red, brown, blue, etc.

B. Reading/Writing

The student will be able to:

1. draw and label various geometric shapes mentioned above.
2. write the names of colors.

Unit V. Numbers, Time and Sequence

A. Listening/Speaking

The student will be able to:

1. list the ordinal numbers 0-9.
2. recognize and name general and specific times of the day (i.e., 1:05, midnight, afternoon, a.m., etc.).
3. use the ordinal numbers 1st, 2nd, 3rd, etc., appropriately.
4. differentiate and name both the even and odd sets of numbers.
5. demonstrate general knowledge of the calendar such as: days of the week, months, dates, etc.
6. name the four seasons, and relate their general characteristics.
7. recognize the various holidays and their associated meanings.

B. Reading/Writing

The student will be able to transcribe the above using reading and writing skills.

Unit VI. Weather

A. Listening/Speaking

The student will be able to understand and relate forecast to actual conditions.

B. Reading/Writing

The student will be able to:

1. read specific information related to temperature and other weather conditions.
2. write the vocabulary related to weather conditions.

Unit VII. Parts of the Body

A. Listening/Speaking

The student will be able to identify the main parts of the body and related hygiene practices.
(i.e., brushing teeth, cutting nails, etc.)

B. Reading/Writing

The student will be able to:

1. match pictures with names and parts of the body.
2. write the names of designated parts of the body.

Unit VIII. Food and Utensils

A. Listening/Speaking

The student will be able to:

1. use the verbs "to eat" and "to drink" in their appropriate tenses.

2. identify the four basic food groups related to daily nutrition (dairy products, fruits, and vegetables, meats, grains).
3. name the three basic meal times of the day and appreciate the necessity of spacing meals.
4. express his food preferences.
5. recognize the utensils used for eating and cooking.

B. Reading/Writing

The student will be able to:

1. read and write descriptive sentences using the verbs "to eat", "to drink", and other verbs related to foods.
2. read and recognize the general vocabulary related to food items in and around the community (i.e., household, school diet, grocery store, etc.).
3. read and write the names of the basic utensils connected with eating and cooking (i.e. forks, knives, pots and pans, etc.).

Unit IX. Clothing

A. Listening/Speaking

The student will be able to:

1. name and identify the articles of clothing appropriate for each weather condition and/or season.
2. name and identify the appropriate articles of clothing related to sleepwear, sports, etc.
3. describe his own clothing and/or that worn by others.
4. use the verbs and phrases related to clothing, such as: take off, put on, dress, button, unbutton, zip, unzip, tie, untie, etc.

B. Reading/Writing

The student will be able to:

1. write the names of general articles of clothing.
2. write a description of his/her own clothing using the verbs mentioned in A-4 above.

Unit X. Outdoor Environment

A. Listening/Speaking

The student will be able to:

1. identify pictures of the following:

Plants - tree, bush, grass, etc.
Birds - robin, cardinal, bluejay, etc.
Flowers-rose, daisy, tulip, etc.
Insects-bee, fly, ant, etc.
Animals-horse, cow, cat, etc.

2. use simple descriptive sentences relating each of the above items to the environment. (Bird's nest in a tree, etc.,)

B. Reading/Writing

The student will be able to:

1. label the above pictures.
2. write a simple descriptive sentence using each vocabulary item.
3. group and/or classify the above correctly.

Unit XI. Money

A. Listening/Speaking

The student will be able to:

1. identify all U.S. coins.
2. orally give and accept change.
3. ask questions related to prices, such as "How much is _____?

B. Reading/Writing

The student will be able to:

1. label all U.S. coins.
2. write the given amount in dollars and cents.
3. read price tags.

Unit XII. Health

A. Listening/Speaking

The student will be able to:

1. ask for needed supplies related to personal hygiene (toothpaste, deodorant, combs, etc.).
2. relate the important of each article in reference to body grooming and/or personal hygiene.

NOTE: Teacher may use diagrams, movies and professionals in the area of hygiene to explain standard hygiene to the youth. (i.e, bathing, brushing teeth, visiting dentist, etc.).

B. Reading/Writing

The student will be able to:

1. read and understand labels found on each item related to personal hygiene.
2. write a shopping list of needed articles to personal hygiene.

SAMPLE LESSON PLANS

Provided in the following pages are sample lesson plans for use by ESL teachers. Apart from their own use, these representative examples will serve as guidelines for similiar classroom activities. The teacher, ultimately, can best judge the needs, interests, and abilities of her students, and will select suitable activities accordingly.

Many activities may be drawn from experience or existing classroom situations. Additional activities may be learned through observation of other teachers or the sharing of resource material in gatherings, such as workshops.

Wherever the activities are derived, the teacher's final objective is to ensure that these lesson plans contribute to the students' mastery of the subject taught.

SURVIVAL VOCABULARY

GOAL:

To teach survival vocabulary applicable to a school setting.

OBJECTIVE:

The learner will be able to make a request, using the pattern "May I go to the _____?"

VOCABULARY:

lavatory, office, library, playroom

PROCEDURE:

If an aide is present in the room, have her work with the girls while the teacher takes the boys on a tour of the lavatory.

The following are some suggestions that the teacher might take into account when presenting the lavatory to the children.

1) Teacher should tell the children where they are going, as simply as possible, preferably in the child's dominant language. For example:

   Arabic
   1. Sa-Na-Th-Hab- Ela-Al-Ma-Pa-Heeth

   Chinese
   2. xian zai shi shang cesue de shi-how

   Spanish
   3. Ahora, vamos al baño.

2) When arriving at the lavatory door, the teacher might point at the sign that says "Boys" saying "This is the boys' lavatory." The group then enters with the teacher and she shows them the facilities available: toilet, water basin, drinking fountain (outside the lavatory).

3) The teacher may want to use the above procedure when taking the girls, while the aide works with the boys.

4) When both groups have returned from their trip, the teacher may want to introduce the pattern, "May I go to the _____?" The introduction of this pattern would depend on the English proficiency level of the child.

(Until the child feels confident, you might have the aide or another child accompany the learner to the lavatory.)

Suggested Reinforcement Activities

1) Place pictures that the children are familiar with in the pocket chart (lavatory, office, library, etc.) The teacher formulates a riddle about one of the pictures, then selects a child to find the picture that corresponds to the riddle. (For example: "I can wash my hands here.")

2) Picture Game

The teacher deals pictures to the children of items found in the lavatory and other familiar objects found within the school building. The children holding the objects found in the lavatory may come to the front of the room and share their pictures with the class. Depending on their proficiency level, they may identify their pictures. For example:

"This is a sink."

"This is in the lavatory."

If the group is small, the teacher might deal more than one picture to each child. The child holding the most pictures pertaining to the lavatory is the winner and becomes the class leader. The leader collects and passes out pictures for the next game.

3) Musical Hot Picture

The children may sit in a circle and pass a picture of a lavatory clockwise to one another. While the children are passing the picture, the teacher may be playing music. When the music stops, the child holding the picture must identify it. For example:

"This is a lavatory." or the child might want to practice the pattern:

"May I go to the lavatory?"

EVALUATION:

The teacher provides a situation which the children have to dramatize. In the course of the dramatization the students must use the pattern - "May I go to _____?"

The above suggestions can be adjusted when teaching the other survival vocabulary words.

SPEECH PATTERNS

GRADE LEVEL:

Pre-School, Kindergarten, Pre-Reading.

GOAL:

To develop speech patterns in English.

OBJECTIVE:

The child will repeat a speech pattern in English using the words, "What do you see? I see a .....looking at me."

PREREQUISITE:

The child is able to say and comprehend in his first language the words that go with the book.

MATERIAL:

Book: Brown Bear - Select picture pages of six animals, picture page of teacher, picture page of children, refer to directions for constructing book and story.

ACTIVITIES:

PROCEDURE:

1. Teacher shows book and asks children to tell what they see in their first language.
2. Teacher tells group, "Today we are going to read in English."
3. Show first page and read in English.
4. Repeat, asking children to say words with you--continue using same phrases with each animal.
5. Teacher will repeat story and group speaks in choral unison.

EVALUATION:

Child will join with group in using English phrases (sentences). As opportunity is repeated (daily), some children will be proficient enough to "read" book to peers.

D. R. Edwards

CLASSIFICATION LESSON

GRADE LEVEL:

Pre-school, Kingergarten, Pre-reading
(Teach in child's first language).

GOAL:

To increase knowledge of animals.

OBJECTIVE:

The child will classify animals into tame and wild categories.

PREREQUISITE:

The child recognizes the names of animals and can identify them in picture form.

MATERIALS:

1. Book: Brown Bear
2. Six animals (tame)
3. Six animals (wild)
4. Teacher page
5. Children page

ACTIVITY:

1. Teacher tells name of book and reads it ALOUD one time.
2. Teacher reads it again, allowing children to identify animals by name.
3. Teacher says, "Some animals are tame. Tame animals are ones you can usually get close to, are the kind you can usually touch, feed, keep in your house or find on a farm where some people live. Let's look at these animals." Teacher shows first six animals.
4. Teacher asks individuals to name animals and tell where they are found. Give each child a chance to name and classify as tame.

5. Teacher says, "Some animals are wild. Wild animals are the kind you cannot get close to. You see them in cages or with fences around their living places. They grow up in jungles or places where people do not live. We see them in the zoo or at the circus sometimes."

6. Teacher shows remaining animals and follows sequence as for tame animals.

7. Teacher reads book through, asking child to identify animal, and state whether wild or tame.

8. Teacher may detach pages, shuffle pictures and review in mixed order--allowing each child an opportunity to identify one tame and one wild animal.

   Teacher and children page is generally used before review:

   "Teacher, teacher, what do you see?"

   I see children looking at me.

   Children, children, what do you see?

   I see (review all pictures at this point)."

EVALUATION:

Child can identify as tame or wild animals he/she recognizesin picture form.

D.R. EDWARDS

LONG AND SHORT VOWELS

GOAL:

To provide practice in identifying vowel sounds.

OBJECTIVE:

Students will be able to identify long and short sounds when words are read orally.

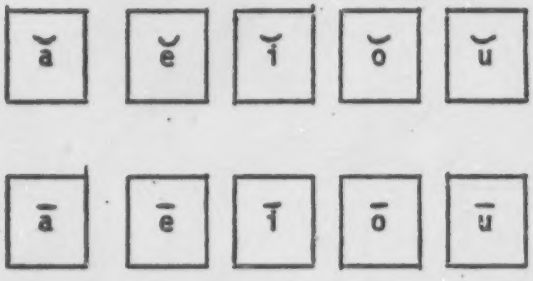
PLAYERS:

Whole class or small group.

MATERIALS:

Prepare for each child a set of ten cards as shown in the example.

Example



Prepare a list of words containing long and short vowel sounds.
Example:

a - after, plate, pain, hat, late, ladder, bath, happy, blame, train

e - pet, feet, red, reed, team, pen, leave, heap, felt, help, seem

i - file, pit, film, stick, flight, child, tin, side, him, crime

o - home, hot, on, coat, hop, rope, road, chop, foam, knob, hope

u - fuel, hut, cute, music, fun, tune, lump, fumes, cub, crumb, fuse

Procedures

Introduce to class:

Please arrange your cards on your desk so you can see all of them. I will pronounce a word. Decide what vowel sound is heard in that word. Hold up the card showing that sound.

VARIATIONS:

For more specific drills, have children use only the short vowel cards, and pronounce words containing short vowel sounds; or work with long vowel sounds only; or use one vowel only, pronouncing words to give drill in both long and short sound of that one vowel.

EVALUATION:

Given a particular vowel sound, the student will provide a word containing that sound.

PERCY R. VILLAVERDE

THE VOWEL A, a, /ā/

GOAL:

To teach the child how to recognize the sound ā and to read and recognize the vowel A, a.

OBJECTIVES:

A. General

The child will hear, say, see and read the sound /ā/ and the written representation of the vowel A, a.

B. SPECIFIC:

1. The child will hear the sound /ā/ in the initial position in the following words: apron, acorn, April and agent.

2. The child will say the words apron, acorn, April and agent that contain the sound /ā/ in the initial position.

3. The child will see the vowel A, a written on flash cards or the chalkboard.

4. The child will read the vowel A, a from the chalkboard or the flash cards.

C. ADDITIONAL:

The child will reinforce his ability to read the A, a, writing it many times, according to the individual capability of each child.

VOCABULARY:

apron, acorn, April, agent

MATERIALS:

1. mimeographed sheet with drawings to cut out, pictures of vocabulary

2. Mimeographed sheet with the letters A and a on lined paper

3. Copies of the evaluation exercises

4. Letters made of string, glued on poster board

(continued)

MATERIALS: (continued)

5. Flash cards with the letters A and a on them

NOTE: Mimeograph a copy of the exercises for each child. Make the letters A, a from string and glue them on colored poster board.

ACTIVITIES:

1. Divide the class into smaller groups. Each child will hear and repeat the sound /ā/.

2. Show the card with the drawing of an apron and ask the the children:

   T. "What is this?"

   C. "It is an apron."

   T. "Good! It is an apron. Pay close attention to my mouth when I say apron."

Repeat the word many times emphasizing the sound /ā/.

   T. "With what letter does "apron" begin?"

   C. "With a."

   T. "Good, "apron" begins with ā." Listen: "apron, apron, apron," (emphasize each ā that you say). Can you hear the sound /ā/?"

   "Let's hear the [illegible] "apron!"

Then show the pictures of an agent, acorn and the month of April, respectively, and repeat the above procedure being sure to emphasize the sound /ā/.

Allow the children to contribute words of their own.

   T. "Do you remember the words that begin with /ā/?"
   "Who can remember other words that begin with /ā/?"

You may cue the children this way:

   T. "Each year we grow one year older and we tell everybody our _____."

   C. "Age"

   T. "That's right."

Repeat the word many times to reinforce the initial sound /ā/.

   T. "When someone helps you if you're hurt, we say they give you first _____."

   C. "Aid"

   T. "Right!"

(continued)

ACTIVITIES: (continued)

Repeat the above model. You may use words like "able" and "acre" or "ache" here to reinforce the initial /ā/.

Allow the child to look at the letter A, a on the lined paper and stimulate the children to say the sound /ā/.

T. "Watch while I write the sound /ā/ on the chalkboard."

Write the letters A, a on the board while saying the sounds.

T. "This is the capital A, and this is the small a. Notice that they don't look alike. We are going to make some large a's and small a's in a short while. See the A and a that I have."

Show the cards with the string A, a on them and allow the children to trace the letters with their finger while they look and say the sound /ā/.

T. "Now look at the papers you have with the A, a and see if they look like the letters that I wrote on the chalkboard."

C. "Yes, they are the same, or alike."

T. "This is the capital A and this is the small a."

WRITING:

The child will write the letters A, a after the evaluation. If he is not ready to write, you must wait until the child has the ability to do it successfully.

EVALUATION:

Pass out a copy of the first exercise to each child. Before beginning the exercise, tell the children:

T. "You are all very smart children and you are going to circle the letters A, a on the sheet that I am going to give you. Remember to circle with your pencil all of the capital and small a's. Don't forget any! Be careful!"

NOTE: Identify the drawings in the exercise No. 2 for the children so they won't become confused.

Using this format, you may teach all the vowels, digraphs and consonants.

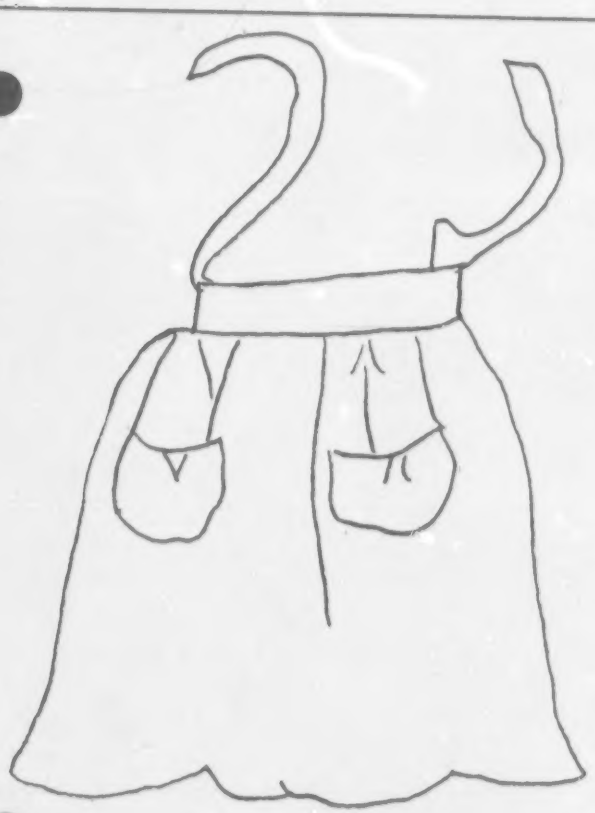
CIRCLE THE LETTERS A, a

Using your pencil, circle the letters A, a.

EVALUATION

A	A	a	ó	A
a	p	d	a	A
A	a	E	A	a
a	b	A	A	a

APRIL						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

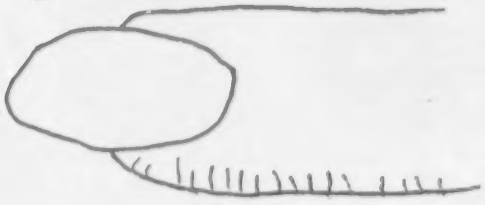


EVALUATION

DRAW A LINE FROM THE LETTER A, a TO THE DRAWING THAT BEGINS WITH THAT LETTER

APRIL						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Aa



PARTS OF THE BODY

GOAL:

To teach the names of the parts of the body.

OBJECTIVE:

Shown the parts of the body (head, arms, legs, hands, feet), the child will be able to identify them.

MATERIALS:

A silhouette that can be taken apart and put back together.

PROCEDURES:

1. Teacher will stand in front of the group of children and say:

   "This is the head." (pointing to her own head)

   Then the children will respond:

   "This is the head." (pointing to their own heads)

2. Now using the silhoutte the teacher will point to the head of the silhouette saying, "This is the head."

   The children will repeat:

   "This is the head."

   Use the same procedure with each part of the body mentioned above.

SUGGESTED ACTIVITIES:

1. Puzzle consisting of parts of the body (group or individual activity).

2. Give each student a page with a picture of a person. Have them cut out the parts of the body that have been studied. Then the student will organize these parts in their proper order. Put them together using paste or glue.

3. "Simon Says" game.

4. "Hokey Pokey" record.

5. Calling the child to the front of the room, the teacher will ask him to draw certain body parts at random on the chalkboard.

6. More advanced activity:

   After the children are familiar with the basic parts of the body mentioned above, the teacher may take one part previously studied and have the children study this part in detail, for example:

head	hair	ears	eyelashes	lips
eyes	mouth	chin	eyebrows	nose

EVALUATION:

Teacher points to a part of the body (the hand) and gives it the wrong description by saying, "This is my head". The student is to provide the correct term.

NAMES OF FRUITS

GOAL:

To teach the names of various common fruits.

OBJECTIVE:

Given a fruit, the learner will be able to identify it by name.

VOCABULARY:

pear, banana, peach, plum, prune, cherry, strawberry

STRUCTURAL ACTIVITY:

1. Student imitates a model.
   T; This is a pear.
   S: This is a pear.

2. Chain drill
   T: This is a pear.
   S: This is a pear.
   SII: This is a pear.

3. Substitution

   T: This is a banana.
                pear.

   S: This is a pear.
                plum

   S: This is a plum.

4. Response Drill

   T: What is this?
   S: This is a banana.

   S I: What is this?
   S II: This is a banana.

   SII: What is this?
   SIII: This is a banana.

ACTIVITIES:

1. Place the pictures of fruits in a box. Each picture should have a paper clip fastened to it. The child will fish for a picture and identify the picture. A fishing pole may be made by fastening a magnet to the end of a stick.

2. Hot Fruit - The children may sit in a circle and pass a fruit clockwise to one another. While the children are passing the fruit the teacher may be playing music. When the teacher stops the music, the child holding the fruit must identify it.

3. Using a railroad board, the teacher may paste pictures of fruits on it in a circular form. In the center of the board, fasten an arrow. The child spins the arrow. When the arrow stops, the child must identify the fruit.

4. Bingo- Each child has a board with pictures of fruits on it. The teacher calls out a particular fruit and the child must find it on his board.

EVALUATION:

The teacher sets up a mini grocery store. If the child can identify the fruit, he may keep it.

DEMONSTRATIVE PRONOUNS - THIS AND THAT, THESE AND THOSE

GOAL:

To teach the use of the demonstrative pronouns this, that, these and those.

OBJECTIVE:

The student will use the demonstrative pronouns in correct grammatical structure.

MATERIALS:

Objects in the classroom.

PROCEDURES:

1. Using objects near at hand the teacher will say:

   This is a book.
   This is a pencil.
   These are books.
   These are pencils.

   Students in turn will pick up objects from their desks and formulate similar sentences.

2. Pointing at objects at a distance, the teacher will say:

   That is a clock.
   That is a map.
   Those are windows.
   Those are desks.

   Students in turn will point at distant objects and formulate similar sentences.

ACTIVITIES:

1. The student will be asked to demonstrate correct usage of the demonstrative pronouns by naming parts of his body or items of clothing. For example:

   This is my hand.
   These are my hands.
   This is my shoe.
   These are my shoes.

2. The teacher will point to a given object. The student will formulate a correct sentence, using this, that, these, or those. For example:

   Teacher points to student's desk.
   Student says, "This is my desk."
   Teacher points to windows.
   Student says, "Those are windows."

3. As a more advanced activity, students may be requested to ask each other questions using demonstrative pronouns. For example:

   Student A: "What is that?"
   Student B: "That is a door."
   Student A: "What are those?"
   Student B: "Those are lights."
   Student A: "What is this?"
   Student B: "That is a pen."

NOTE:

The last example illustrates a situation where the child answering the question is at a distance from the child asking the question.

EVALUATION:

The teacher will provide sentences where the demonstrative pronoun is missing. The teacher will indicate to the student whether the object is near or far. The students will supply the missing demonstrative form. For example:

1. _____ are cars. (far)

2. _____ is a book. (near)

EXPANDING SENTENCES

GOAL:

Class will learn to expand sentences.

OBJECTIVE:

Given a sentence, students will expand the sentence by adding other known facts.

MATERIALS:

Use blackboard, pictures.

PROCEDURES:

1. Display a picture on the chalkboard.
2. Write a simple sentence describing the picture. For example:

   "The boy is riding."

   a. Class will read the sentence and then write it.

   b. Ask: What is the boy riding? (a bike)
      New sentence: The boy is riding a bike.

   c. What color is the bike?
      The boy is riding a red bike.

   d. What is the boy's name?
      John is riding a red bike.

   e. How is John riding?
      John is riding a red bike fast.

This could continue into a creative writing lesson. (Where was John riding, and why? etc.) Depending upon English proficiency level, class can work independently on this type of exercise.

EVALUATION:

Give students additional pictures with one "starter" sentence. Each student will work independently to expand that sentence in several ways.

JOHN ALABAKOFF

DO AND DOES IN QUESTIONS

GOAL:

To teach the use of do and does in asking and answering questions.

OBJECTIVE:

Given a question asked with do or does, the child will respond correctly.

MATERIALS:

Any picture may be used that is suitable for a question and answer drill.

PROCEDURES:

1. Show the picture to the class.
2. The teacher will ask and answer simple questions concerning the picture, starting each question with do or does, and answering in like fashion.
3. After several examples have been given, the student will be asked to respond to the questions.
4. Students will ask each other questions, using do and does. (A chain drill may be used.)

SUGGESTED ACTIVITIES:

1. Showing a picture of a boy and a girl, the teacher will say:

   Teacher: Does the girl have shoes on?
   Yes, she does.
   Does the boy have a hat?
   Yes, he does.
   Does the girl have the ball?
   Yes, she does.

   Other pictures can be used to reinforce this drill by the teacher. After sufficient drill, the teacher will ask the questions, and the students will supply answers.

2. Having shown the entire class a picture, the teacher will ask the students to formulate questions using do and does.

3. Using a picture, one student will ask a question while another student will answer, using do or does.

4. Students may ask and answer questions related to items in the classroom, each other's clothing, or other appropriate topics.

EVALUATION:

Students may dramatize conversations using the above question/answer pattern.

COMPARATIVE AND SUPERLATIVE DEGREES

GOAL:

To teach the use of comparative and superlative degrees of adjectives.

OBJECTIVE:

Given three objects (or pictures) of different sizes, the student will formulate orally a complete sentence using the comparative and superlative degrees.

VOCABULARY:

Positive, comparative and superlative forms of familiar adjectives.

PROCEDURES:

1. Teacher shows an object (i.e., ball) and says: This is a ball.
   Student repeats: This is a ball.

2. T: This is a big ball.
   S: This is a big ball.

   (Select three students at random to repeat the phrase.)

3. Teacher shows a bigger ball and says: This is a bigger ball.
   Student repeats: This is a bigger ball.

   (Select three students at random to repeat the phrase.)

4. Teacher shows both balls at the same time saying: This is a big ball. (looking at ball on left hand) This is a bigger ball. (looking at ball on right hand)
   Student repeats the phrase pertaining to the appropriate object. Three students are selected at random to repeat the phrases.

5. Teacher shows the third ball which is the biggest and says: This is the biggest ball.

6. Teacher shows the three balls all at the same time. She points at the first ball and says: "This is a big ball." Teacher points at the second ball and says: "This is a bigger ball." Teacher points at the third ball and says: "This is the biggest ball."

NOTE:

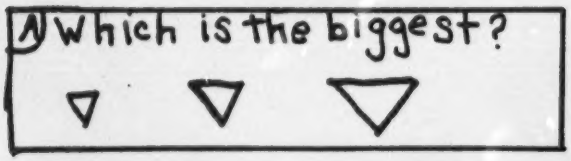
Teacher must show only two objects when talking about the comparative degree.

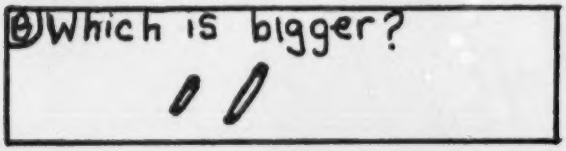
SUGGESTED ACTIVITIES:

1. Teacher shows different objects in the room using the same procedure to reinforce the comparative and superlative degrees.

2. Sample Worksheet:

   Directions: Teacher orally asks the question while children mark the correct answer.





3a) Teacher asks student I to draw a big chair on the board. She says: "This is a big chair." **Students can repeat in unison and then individually.**

b) Teacher calls for student II and says: "John, draw a bigger chair." She says: "This is a bigger chair." Students repeat orally. Two or three students repeat individually.

c) Teacher calls for student III and says: ""ary, draw the biggest chair." She says: "This is the biggest chair." Students repeat.

Out of the five suggested activities presented, four of them can be used for reinforcement and one of them can be used for evaluation.

EVALUATION:

Each student will select an object, then draw three different sizes of that object. The drawings will be labeled according to size. For example, tall, taller, tallest.

SOME SUGGESTIONS FOR TEACHING READING

Teachers who have enjoyed success when others have failed seem to follow some common rules. They are being passed on to you in the hope that they will aid you in working with ESL students.

1. It is essentially people, not techniques, that help pupils decode the written word. We need to understand our pupils, make friends with them, and share their concerns.

2. Accept the fact that approaching reading can be a headache and a heartache for a child. Avoid the any-fool-can-read attitude. Children with reading difficulties often feel they are letting their teachers down. Show them that they are accepted and respected in spite of their lack of progress.

3. Build a child's self-confidence by reference to successes in other areas. If he is not mentally or emotionally ready, then provide reading readiness activities. If he is ready but cannot try on his own, help him feel a sense of self-worth as he looks for the key to unlock his lack of progress.

4. Make sure that the child is familiar with the use and meaning of words in their spoken form before you ask him to succeed with their printed symbols as represented in books.

5. Help your pupils see some point in learning to read. Titillate them by reading short excerpts from exciting fiction or a helpful "how-to" book. Find out what interests them; read material in those areas.

6. A 10% deficiency in vision or hearing may, if uncorrected, cause as much as 50% increase in reading difficulty. Be on the lookout for physical reasons for reading failure.

7. If the child has failed with a reading series in the past, do not use that series again. Build his confidence by starting with materials that he can read. Do not remind him of past failures. Be on the alert to praise him always for any degree of progress.

8. Pupils are more interested in their own daily activities than they are in anyone else's daily activities. The first reading books should be constructed by the teacher from materials that has been previously submitted by the pupils. Use experience chart.

9. Use writing as a reinforcing activity. Introduce a scrapbook activity in which the youngster pastes short sentences or paragraphs that he can read independently.

10. Help the pupils consolidate their small gains in vocabulary. Build their confidence. After sufficient sight vocabulary is acquired, introduce some remedial readers. Be lavish in your praise for progress noted. This takes us back to Rule #1 - YOU are the key to his success, not a technique or special reading materials.

By injecting an element of gamemanship or play, you can help your pupils want to learn to read. The following games are more of motivational type. You might find them helpful in your classes.

1. ONE SENTENCE SCENES: Prepare one-sentence situations on strips of oak tag and place them in a box. Each child reads his situation silently and acts it out for the others to guess. Suggestions: I am a cook making cookies. I am a baseball player at bat. The child who guesses the situation reads the card to the class.

2. GREETING CARDS: Ask pupils to bring birthday and other cards they have received to school. Have pupils share cards by reading aloud After some of the common vocabulary has been learned, help pupils prepare their own greeting cards. Pupils vote for the ones they like best.

3. LOTTO: A variety of bingo-type games can be made and played. Initial sounds, blends or final sounds can be used, as well as whole words.

4. BURIED WORDS: Place on the chalkboard a series of words where each work contains a smaller word. For example: wheat (eat), window (win). Pupils at their seats copy one of these words but block out or bury the small word with a crayon or felt pen. Teams are drawn up and the competition begins.

5. MADISON AVENUE: Encourage pupils to bring advertising or promotional material from magazines. Form groups with similiar products. Have pupils read their ads aloud. Class decides which product appears to be the best buy.

6. GUESS WHO?: Prepare statements about many well-known TV or sports personalities. Paste each statement to a numbered card. Scatter cards on a table face down. Panels of pupils pick cards at random, read contents aloud, and proceed to guess who.

7. DEFINITION: Set up two teams of contestants. Seat them so they cannot see a word that is written high on the board (the rest of the class - the audience - should be able to see however). A pupil emcee invites members of the audience to give a synonym or definition for the word. Each contestant has a chance to guess. Begin with easy nouns.

8. EDIT: Using textbooks that the pupils have at hand, prepare ditto sheets with paragraphs from their books. Double-space the lines of the paragraphs. Deliberately misspell words from the texts; use incorrect punctuation and omit words. Pupils correct these sheets as if they were proofreaders or editors. They then compare their finished sheet with the appropriate page in their textbooks.

9. COOKBOOK: Encourage pupils to write recipes in class for some easy-to-prepare food item. Boys may write a how-to article for some simple project. Pupils exchange these to see if instructions can be written even more clearly.

10. ACRONYM: Your pupils are aware of certain acronyms made up of the initials of words such as VISTA, RADAR, CORE, etc. Write three or four-letter words vertically on the board and ask pupils to invent imaginary organizations. Encourage humorous organizations. For example AIM may stand for Association of Igloo Makers.

11. SCRAMBLED EGGS: Make simple sentences written on the board in a mixed-up manner. Pupils at their seats try to unscramble them. Later on, try writing a paragraph with sentences out of order.

The purposes of games are varied. Sometimes they can be used as a motiviation to a lesson. At other times, they can be a culminating activity for the same lesson. For some pupils, they will serve as a release from the tension of "straight reading." For others, they will serve to help withdrawn, embarrassed readers come out into the open. The games mentioned here can be adapted in a number of ways to various grade levels. Use them and make up others of your own design.

Do not hesitate to use different approaches when dealing with low achievers. For your guidance, some methods will be described that can be adapted for your particular grade and class.

1. TV COMMERCIALS: You will find that most children are aware of certain television commercial messages that are repeated very often. They can practically recall these verbatim. Using a duplicating machine, type out a facsimile of one of these popular commercials. Hand these out as a series of practice sheets. Your pupils will enjoy "reading" some high-interest-variety. You may wish to eliminate one or two nouns from the messages and have your pupils write in the missing word or words. They can exchange worksheets. Fast readers can assist you by preparing original messages, using familiar or humorous vocabulary words.

2. LISTENING STATIONS: This method uses one or more pairs of earphones and a single cassette or tape recorder. Pupils read along with recordings, commercial or ones made by the teacher. Since your pupils' listening comprehension is much greater than their reading comprehension, your slowest readers can follow the same material as the more able readers and read silently. They will then be able to participate in the discussion and answer questions based on the materials. By relistening as part of a drill exercise later, they will begin to associate the sounds of key words with their configuration. Some pupils will be happy to follow up a single tape several times until they have "learned" it. You can then lift single sentences and rearrange key words to see if they have mastered the vocabulary. This is a great confidence booster.

3. TAPE RECORDERS: Pupils who cannot read on the same level that they can speak will benefit from this technique. Pupils are encouraged to tell a story into the machine. These are later typed up by a volunteer or the teacher herself. The next day, the pupil is asked to read his story. Presto, you have presented the youngster with the best reading material available, one of his own manufacture. These can be shared with other pupils and kept for future use.

4. DIALECT: Just as the battle over methods and materials goes on, so does that between traditionalists on points of linguistics. The language variants and street dialects from the ESL students are readily brought into the classroom by many successful teachers. When working with young children, use the language of the child, since you are encouraging language development and use of concepts without imposing value judgements. Gradually teach with language patterns which are going to be used across all strata of society-standard English.

5. WORDS IN COLOR: Many pupils respond to color when learning sounds. Use color-coded flashcards when teaching letter sounds. Give pupils colored chalk when having them break up the component sounds of words on the board. Decide together with the class which colors will represent which sounds.

6. NO SOUND: Watch a TV program or a movie with your slow readers, but watch the show with the volume completely down. The children will exclaim "no sound." Tell them that they will be asked to figure out what was said based on the actions of the actors and the movements of their lips. This will help some of your readers with poor oral reading techniques. Other pupils might benefit from the imagery experience of watching a show with sound but no picture until the last few minutes. They will then compare their visualization of the characters based on voice with the actual actors.

7. DRAMATIZATION: Many stories in basal readers are worthy of being read aloud by the pupils. However, the repetitions "Tom said," "Mother said" discourage pupil-audience interest. Instead, have pupils bracket their "parts" lightly in pencil and then read aloud to the class. This will provide oral expression for the abler readers while giving the slower readers in the audience added practice in reinforcing the basic vocabulary.

8. TRIGGER PHRASES: Poor readers often have as difficult a time speaking in sentences as they have in reading them. The two problems are certainly related and an advance in one area may help the other. Prepare a list of high-interest phrases and ask your pupils to build sentences from the phrases. For starters, use: when it is hot, I .....; cake and ice cream usually mean.....; cats, dogs, and fish usually.....

9. BUDDY SYSTEM: Pair two or three pupils to read to one another. This is usually of short duration, with children changing partners several times. Interaction is rewarding as pupils are exposed to all levels of reading on an intimate plan. Pupils respond better to this peer approach than they do when they have to read aloud for the teacher.

SOME PRIORITIES FOR A GOOD ESL CLASS

By Larry Anger, LaGuardia Community College

The following list of questions offer guidelines which may serve as a means of self-evaluation for an ESL teacher. Although the topics of these questions are teacher-centered, their focus is on student learning. Rather than group the questions into categories such as "Teacher Preparation," "Teacher Awareness," or "Student Interaction," they are presented here in the form of a checklist.

The more I observe classes, the more excited I become about the sometimes surprising, yet always impressive, techniques and strategies currently being applied in ESL classrooms. To say the least, I have seen variety, innovation and eclecticism - many approaches that effectively get the message across. This is not to say that I have gone so far as to encourage methodological anarchy for I do have certain specific guidelines that are necessary to follow regardless of the approach an instructor chooses to help his or her students learn and use English.

Of course, I have visited some very bad classes at different times, too - bad to the point that it amazes me that an instructor can be so unaware, so out of touch with what is happening in his or her classroom, that he or she does not realize that the students are not learning and that they are very often bored to death. How can an instructor not put himself or herself in the place of his or her students to determine whether the lesson in progress is successful or not?

The above is only one of the questions that an instructor must ask himself or herself to maintain an excellent class during which learning is maximized. I have assembled a list of questions which are, in fact, priorities indicative of a good class. Although the topics of these questions are teacher centered, their focus is on student learning. Rather than group the questions into categories such as "teacher preparation," "teacher awareness," or "student interaction," I will leave them in the form of a checklist:

1. Do you demonstrate adequate planning and sequencing?

2. Do you use material that is relevant to the students' world and at an appropriate level for the students?

3. Is the aim of your lesson clear to your students, i.e., is the target structure or activity clearly delineated and reflected in your preparation?

4. Do you have a clear understanding of the structure so that you will not be "surprised" by irregular items?

5. Are your directions clear and to the point?

6. Do you keep rules, diagrams and explanations to a minimum?

7. Are your handouts well prepared and legible and NOT poor duplications characterized by light print or minute type which students, already struggling in a second language, must struggle to read?

8. Do you speak naturally, at normal speed?

9. Do you maintain an appropriate pace to keep the class alert and interested?

10. Do you have good rapport with your class, respecting the students' time as well as exhibiting sensitivity to the students (as adults or children) and offering positive reinforcement?

11. Do you listen to your students and are you aware of student errors, limiting correction to what is necessary and relevant?

12. Do you promote student self-editing?

13. Do you utilize peer correction?

14. Do you respect students' abilities to use their own grey matter to come up with new items and do you invite them to use their own powers of analogy or analysis to make "educated guesses?"

15. Do you promote student participation and activity?

16. Are you aware of the ratio of student and teacher talk, keeping teacher talk to a minimum rather than dominating the class?

17. Do your students have an opportunity to communicate with each other in real language activities so that the emphasis is not on pattern practice?

18. Is your class arranged for successful communication between students and easy accessibility to the teacher?

19. Can your students do something new linguistically after the class?

20. Would you, as a student, enjoy your own class?

EVALUATION FORM

To the user:

Please fill out this form after using this guide with your students.

Title of Publication _____.

Grade of students with whom guide was used _____.

Ethnic groups of students _____.

Which section was most useful? _____.

Why? _____

_____

What additional information do you feel should be included in future editions?

_____

_____

What would you delete in future editions? _____

_____

_____

In what way were the activities beneficial to your students? _____

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What suggestions do you have for future editions? _____

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